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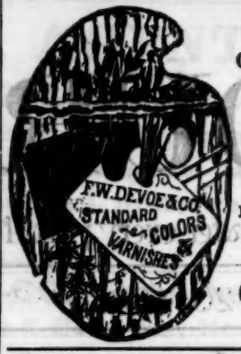

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On and after Jan. 1, 1884, the price of the JOURNAL to subscribers who do NOT pay in advance will be $2.50 per year. The price to those who pay in advance will be the same as heretofore, $2.00.

IT seems to be a fixed maxim in this city that teachers are lazy and need watching. If this is a fact, why is it? Why should a teacher if he is not watched require twelve months to put a boy through a grade, when it could be done in six? Does the teacher have no pleasure in the progress of the pupil? Would the same person as a bank clerk be active, and as a teacher be lazy? Is it in the business itself? Who can solve this conundrum?

HERE is a question we wish to have answered by every one who can answer it. How to produce punctuality? Now, let every one who is successful in producing punctuality, sit down and tell others how he does it. No theories by those who have not been successful, please. There are those who fail completely, and those who succeed completely. Do not let one of the latter say to himself, "Some one else will do it."

LET no one think to be a good amateur teacher. If one is a good teacher at all, he must be a professional one. One must look very seriously at his work, as a life work; not merely as the temporary means of obtaining a living, to be dropped when something better offers; or, worse, to be retained simply because it affords one a livelihood. Teaching is a "calling" in the true sense. If one does not love the work for the work's sake, if he is not willing to devote his whole time and energy—his life—to it, then he does not belong in it, he is out of place; and the sooner he leaves the teacher's desk, the better it will be for his pupils and himself.

To many earnest and ambitious teachers, it seems that a long time stretches ahead before they can hope to reach the top of the ladder—to thoroughly master the science of teaching, and know all there is to be known of the art of education. It is indeed a long time, an illimitable time; the ladder of improvement disappears in the clauds and those who have got above them, say the end is not in sight. Surely it is not safe to say when it will be reached. But this should not dishearten or discourage ambitious teachers. The pleasure of knowing hardly excels that of learning, strength and vigor are found in the climbing. Though one may never expect to reach the end of improvement, he may aim to advance a little every day. The determination to know each day at least one thing more than yesterday, will insure a progress of which none need be ashamed.

W. D. HOGAN, of Eureka Springs Arkansas, says they "want a live man to help build up a Baptist College" there. Here it is in a nut shell. "Live men" are in request everywhere. Every denomination, every profession, every line of business is caling for men of vital energy: "brainy" men; men of shrewdness and common sense. In no profession, however, is there a greater need of such men than in that of teaching. Men of *educational force* are in special demand. This very request is in itself encouraging; as the supply must follow the usual law of a previous demand. The Great South is calling for real educators, and the omniverous West has already swallowed many from the East, and still the supply is not filled. So courage, teachers, aim high! The "top rounds" are not half full yet.

EDUCATION involves two great fields of fact or truth: First, *the being to be educated;* second, *the knowledge to be learned.* If a teacher with a group of little children before him will ask himself thoughtfully in what his task consists, he will notice these two facts; some say:—first "my pupils are *children,* immature beings needing growth—my work is the development and discipline of their powers; second, they are *ignorant*—I am to give them instruction in many branches of knowledge." Education involves both of these terms; it must *train* or discipline, and thus develop powers; and, secondly, it must *teach,* or communicate knowledge. The art of the teacher and the business of the school are all comprehended in these two. The whole machinery of instruction must be shaped to these ends. Education is the cultivated growth of living powers and faculties. As cultivation, it involves the exercise, training, discipline, and direction of the powers to be cultivated. As a growth, it involves nourishment, inward action, and digestion.

THE RECITATION.

The "recitation" is a part of the process of teaching; but to "hear a recitation" is not in itself, teaching. The pupil learns a certain fact or a number of facts; thus these may be a gain in storing the memory. For example, that sixteen ounces make one avoirdupois pound; but let it be remembered that the mere reciting that fact does not give possession of the fact. To recite and to store the memory, even, are two different things.

"But," says the teacher, "I see that my scholars know the meaning of every word." Yet it is well admitted that the meaning of words may be known and yet the meaning of the sentence may not be. Indeed, the great argument for the study of Greek and Latin is that the pupil is using words out of his own language and must know both the meaning of the words and of the sentence. The receiving of ideas is quite another thing than fastening words in the memory; the two processes may go on at the same time and then they may not.

To "hear a recitation" and do no more is unprofitable for both teacher and pupil. The

former, if he is a man, will escape as soon as possible; and how can the latter be blamed for disliking it."

WHAT ARE YOU GOING TO DO ABOUT IT.

If crime and lawlessness is not increasing—and statistics seem to show that it is not,—still it is an enormous evil. Every man is his brother's keeper, and to each the question comes pointedly home, "What are *you* going to do about it?" Every calling has its own opportunities of making this a better world; in most professions these seem largely incidental, but with the teacher it is a recognized branch of his business—the training of children to be well-mannered, well-behaved men and women.

Much may be done for the passing generation, but more—a thousand-fold more—for the coming one; and this is to a great extent in the teacher's hands.

What should the teacher really aim at in his work? This does not mean what he intends to accomplish this day, this week, or what "branches" he expects to get through in a term; nor does it even refer to the very laudable ambition to bring pupils up to a high standard of intellectual attainment. It rather professes to seek the real end of teaching; evidently it is *character*. And teachers are increasingly sensible of the fact that, while it is an admirable thing to help the pupil to become a good student, an intelligent scholar, the grander work—the end, of which the first is but the means—is to aid the child in becoming a good man or woman. All good teaching is in accord with this idea; trained thinking should tend to right living! and this must be kept in view as the ultimate end.

TRUSTEES ought to employ teachers whom they believe know how to teach—that is, have learned the business—and then aid them in every way possible to produce the best results. To employ a teacher and then make a business of throwing obstructions in his way by furnishing no aid and grumbling at his methods, is not the way to secure good results. In the communities where the best schools are found, school officers are not heard finding fault publicly with the individual they have employed to work for them.

TEMPERANCE AND THRIFT.—The Hon. Joseph Medill, the veteran editor of the Chicago *Tribune*, in his testimony before the U. S. Senate Sub-Committee on Education and Labor, came out strong on the temperance question. He attributed the chief cause of the miserable condition of the laboring masses in this country to their own improvidence. The only way to improve them was to teach them to save. Too much of the earnings of the laborers was spent in liquor and tobacco. It has been calculated that the amount annually spent by the laboring population in drink was $400,000,000, and at least $200,000,000 more was spent in cigars, tobacco, and useless amusements.

LETTERS FROM NORMALVILLE.—NO. I.

[Special correspondence of the SCHOOL JOURNAL.]

It was only after a long struggle that I decided to come to the headquarters of the New Education. I had read about Col. Parker. I had read what he had done at Quincy. I had this summer met him and received the warm invitation, "Come to Normalville." That meeting settled the matter. I heard him talk, and knew he had something in his head and heart beyond the platitudes that compose the papers and speeches of our educators when they meet at conventions, so I bent my steps toward Normalville.

On my way an incident occurred that set me to thinking and deepened my convictions. When we reached a town in Ohio, in rushed thirty or more men, and seating themselves, began to yell, sing, and swear, until pandemonium seemed to be broken loose. Bottles of whiskey passed from hand to hand, and the quiet car became a saloon of the Sixth ward in your city. What was this crowd? Why, the members of the fire department at Mansfield had been in a tournament and gained the prize! Feeling elated over their success, they were celebrating it; that was all.

I had long felt that a screw was loose in our educational machinery, and here was the evidence. Half of my seat was taken by a fine-looking young man, who soon offered me his bottle of whiskey, saying, "It's a good article." The yelling went on, and then followed a characteristic American scene. One of the half-drunken firemen jumped to his feet and shouted above the confusion, "Boys, you are drunk, but that is no excuse for insulting ladies. There are ladies in this car. Some of you have mothers and sisters. Remember this; if any one of you says anything again to insult a lady, I'll knock him down."

Some said, "That's so." "Bully for Bill." "You can't do it," etc.

The effect was good, and the noise and commotion subsided.

I fell to thinking. Should this be so? Here were men from all callings in a respectable town, and yet behaving like roughs. These young men of twenty-five years and thereabouts, why should they behave so unmanly? Is this what the Old Education is doing for us? If so give us the New. At all events we want a new dispensation.

This scene deepened the conviction in my mind that my journey to Normalville was well undertaken. On my arriving at Chicago I received a warm grasp of the hand from Col. Parker.

Although pressed with care and loaded with work, he found time to treat me with that frankness and cordiality that he shows with uniform courtesy to everybody. During the conversation one fact was learned, which may be of interest to —well—a good many. The students do not call him Professor Parker, nor is the title applied to any member of the Faculty. The Colonel, who is always "Colonel," or "mister," believes, what every teacher knows to be true, that the term "Professor" has come to be applied with uniform inappropriateness to every drawing teacher, every music teacher, every district school teacher, every principal of a public school, or high school, or academy, or seminary, who is not protected from the epithet by feminine attire. He believes that it should be applied to instructors in Colleges and Universities alone. Hence, at Normalville we have "Mr. Parker," "Mr. Straight," "Mr. Speer," "Mr. Frye" and "Mr. Fitz." One other point, familiar enough to Colonel Parker's students, but which will be new to many, was thus succinctly made. In education, call it New or Old, the subjects to be studied are first, mind; second, subject; third, the adaptation of subject to mind, and fourth, the individual. The ways by which the subject is adapted to the mind are called methods or devices. Here is the law and the gospel of the New Education. Upon these four commandments hang all the law and the prophets of the Old Dispensation.

I. W. FITCH.

WHAT is it that makes all those men who associate habitually with women superior to others who do not? What makes that woman who is accustomed to, and at ease in the society of men, superior to her sex in general? Women in this way lose their frivolity, their faculties awaken, their delicacies and peculiarities unfold all their beauty and captivation in the spirit of intellectual rivalry. Men lose their pedantic, rude, declamatory, or sullen manner. The coin of the understanding and the heart changes continually; their asperities are rubbed off, their better materials polished and brightened, and their richness, like gold, is wrought into finer workmanship by the fingers of women than it ever could be by those of men.—*Exchange.*

For the SCHOOL JOURNAL.

LAWS AND OBEDIENCE.

Most children have an innate dislike of anything that sounds like the word "laws." In their minds there is such an aversion to laws that either they "don't see what they were made for, anyway!" or else their horror of them is so supreme that they are in constant dread lest they may break one unwittingly. The latter class is of course rare, as we all know; but still not as rare as many would suppose, when they think of the possibilities of "young America." This latter class often includes some of the most intellectually brilliant minds, and most lovable dispositions with which the teacher has to deal. On the other hand, the former class is not only the more numerous, but it is not necessarily so bad as is made out.

Why these contrasts, and how can laws and obedience be practically harmonized in the school-room, are questions ever pressing on the thoughtful teacher.

Many of the differences existing between children of an average lot as gathered in school, arise from differences of education and training at home —indeed, they nearly all arise in this way. A young scion of "Old Erin," for example, has an absolute scorn for all laws, and perhaps his parents, lately arrived, teach this to him in their retorts of: "Isn't this a free country? and can't we do as we plaise in Amerikey?" Nearly all ignorant foreigners, and even many of the upper classes, come to the United States under the same delusion. They don't know the difference between that liberty which is the cause of law, and license which is the absence of all law. Thus their political ideas of freedom become strangely mixed with the laws that bind good society together, and the *moral* laws that should influence them in their daily living. The result is seen in their offspring, who seem to be *lawless* in every sense.

Thus without a particle of race prejudice, the writer can cite the Irish children as notoriously being the hardest to manage of any. After they are forced to conform to the real genius of the country, of course they often become some of our ablest lawyers, soldiers and other supporters of order and decency. To be sure, generations of oppression and injustice have *forced* the Irish into being the most rebelliously inclined people on the globe.

But what concerns teachers, is what shall be done when these tendencies crop out in the school-room? Again, the real idea of political freedom is often misconstrued by our own native born Americans, and this misconstruction just as surely as in the other case works a like mischief. Indeed one is almost led to think in the former case that the great contrasts of their old and new life will often force a better regard for law and order, than is actually found in our native born population.

Old people, of gentle birth, often notice this tendency of our national life, and bemoan the decadence of politeness and respect for law. Now, these two qualities are often more nearly related than some suppose. For what is politeness, but respect for the laws of good-breeding—the *customary, well-practiced* observance of all those kind little expressions of unselfishness that spring from a real nobility of soul?

Now this apparent digression leads directly to a practical application of the foregoing facts and principles in securing obedience in the school-room. Teach pupils that a law is merely a rule of action, and that there are many kinds of these, such as: natural, political, religious, moral, social law, etc That social laws mean those that pertain to politeness, and tell us how to behave properly towards others; that moral laws tell us how to live for ourselves as well as for our neighbors; that religious laws tell us of our duties, not only to ourselves and our neighbors, but to God; that political laws tell the nation what to do for its best interests, and those of its citizens; and finally, that natural laws tell us how everything in the universe works. Tell the pupils that in one sense (outside the doctrine of "materialism") natural laws control all others.

For instance, that the earth turns round every day, because that is its law—its way of doing, and it can't do anything else. That God alone can change its *way*. Again, tell them that fire burns because that is its *law*—fire is heat that we can see, and the law of heat is to burn. It wouldn't be heat if it didn't; if it froze it would be cold, as we say for convenience, that freezing is a law of cold, etc.

Once more, tell them, for instance, to arise and walk once around the room; then ask them what they have been doing? Of course they will say: "We have been walking." Well, what is walking? "Oh, going round the way we did." "Very true; but what was it you actually did? I will tell you. With each step you took, every one of you fell down and picked yourself up again!" "Why, no, teacher, I beg pardon, I didn't fall down." "No, not *clear down*; but with every step you took you bent forward just a little way, and would have fallen clear over if you had not advanced your foot to break the fall. Don't you see, advancing the foot is taking the step, isn't it; and the constant falling and stepping, or picking yourself up again, we call walking, don't we? Now the *way* you do this is the *law of walking*, and every one of you has been obeying that law without knowing it.

"Now if you had *broken* the law of walking what would have happened while going round the room?" "Why, we should have tumbled down, I suppose," "Certainly. Well, then, isn't it pleasanter to mind the natural laws than to break them? Aren't you happier for doing so." "Yes, teacher, for we do not want to get hurt."

"Well then, walking is a natural law, and if we are better and happier for following all the natural laws, why would we not be better for observing all the laws of the nation, of religion, of society? Of course God is the author of the best laws, but these other laws are made not by any one person but by *many* of the best people. Now *all* people are wiser than any one person, aren't they? and if they agree on a certain *way* of living or doing, are they not likely to be more nearly right than any *one*?" "Certainly, teacher, but suppose I don't *like* a law, how am I to tell whether I ought to obey it or not?" "Why, by asking yourself the questions—Is it best for me? will I suffer any harm or penalty if I break it? is it right?"

One need not carry the dialogue any further than here given. The mistake should not be made of asking pupils pointedly to obey *your* laws, because you as teacher make them. Better *have no published* laws, or "rules," as they are more frequently called; but as occasion demands appeal to the reasonableness of those other higher laws that will include any petty enactments of your own, as the greater always includes the less. Regulations there should be, but not "*rules*."

For the SCHOOL JOURNAL.

THE ENVIRONMENT OF THE PUPIL.

BY Z. RICHARDS.

Children are educated by their environments, and if all children could have the same environments they would, of course, be educated essentially alike. And, also, if the environments were of the right kind, children would all be educated in the right manner.

Two kinds of environments surround every child, viz.: the *natural* and the *artificial*. The natural are the inevitable; and for the most part are just what they should be. It is nature, with all its various manifestations, which furnishes the material for human training. As God is the author of nature, everything which comes from His hands is perfect and "very good," so that if the influences of nature could have their legitimate effect in moulding human character, human development would be as it should be. We are told that "God made man upright, but they have sought out many inventions."

Human inventions constitute the artificial environments; and these are imperfect and erroneous if they do not harmonize with divine wisdom and the natural environments. Human inventions are liable to imperfections; and, consequently, the artificial environments are subject to all the liabilities of human frailty, and they vary according to the character of the agencies used.

But what are artificial, as well as the natural environments of the children in our schools?

Before answering this question, it may be well to state that all the artificial environments should not only harmonize with the natural, but should serve as aids and stimuli in their use. Unfortunately for the cause of school training, we do not always find the natural and the artificial environments harmonizing with each other; instead, they are often found in opposition to each other. All the failures in school training (and they are many), are attributable to a want of conformity to nature's laws, on the part of the artificial environments.

First, we find that the agents for training, or the teachers employed, are ignorant of nature's laws, and unskilled and inexperienced in the art of training. What is worse, the tendency, in many parts of our country, is to supplant many of our most experienced teachers, who have learned how to adapt their instructions to nature's laws, by putting in their places young and inexperienced teachers, who have not lived long enough to know what nature's laws require. They may have been taught some of the artificial instrumentalities of education; but a lack of a knowledge of nature and of her laws, and especially of *human nature*, prevents them from a proper adaptation of the artificial to the natural environments. The fault may be not the teacher's so much as the employer's. The prominent considerations with these who seek for teachers, too often, seem to be favoritism and cheapness. With them experience, judgment, skill, and moral excellence of character are all secondary. The natural environments are neither few nor unattainable; but trained observation and matured judgment are needed in order to use them appropriately. These are the true educating forces, and all artificial environments and school aids must conform to them.

IN the *Christian Advocate*, some one from Cook Academy, N. Y., asks: Is the secondary education of the country in Christian hands? The vital importance of this question is seen when we consider that the shaping process has been going on for eighteen years in a boy's life before he enters college halls. What influences have been around him during these years? The importance of this question, clearly seen by the Roman Catholic Church, has been overlooked by Protestants, with alarming results. In a full analysis of educational influences, it will be found that the academic training has much more to do with the formation of habits and character than has been thought, and that the dearth of candidates for the ministry, so far as affected by influences connected with education, is more largely due to a lack of proper influence during the preparatory than during the college course. Can the college correct the mistakes of eighteen of the most plastic years of a boy's life? At that age a boy has, in a majority of cases, settled the question of a profession. It would be interesting to know how large a proportion decide to study for the ministry after entering college. We believe the number is small. The State is now providing for all education up to the college, and the State ignores the Bible and Christian culture. If schools are to be Christian, they must be sustained by individuals, and not by the State. We simply raise the question, second to none in importance, Shall the secondary education be Christian?"

[The schools are not made to produce candidates for the ministry. The academies did not produce Christian culture in any abundance whatever. The people tried the plan of having denominations run the schools and gave it up. We shall not go back to it.]

LET me right here remark, that it were better for parents to teach their children morals, and cultivate their hearts rather than their brains in the present generation. We would thus have fewer criminals and more virtue.—*Trade.*

EDUCATIONAL METHODS.

It would be easy to show that the valuable ends of instruction and education can only be gained by *doing a little well*; that the ambition to grasp many things ignobly ends in the loss of a large majority of them (*qui trop embrasse mal etreint*); that apprehension is not comprehension, and generally, that to the characteristics of a good method of teaching we must add this, that it aims at securing *multum*, but not *multa*. If the object of education is training to faculty, to mental self-direction, his principle must be constantly insisted on. I see, however, with the deepest regret, that our educational amateurs—men of the best intentions, but of no practical experience—are continually violating it in their persistent attempts to extend the curriculum of elementary instruction. A little bit of this knowledge, a little bit of that—some information on this point, and some on that—is so "useful." They forget that the most useful thing of all is the formation of good mental habits, and that these *can* only be formed by concentrating the mind on a few subjects, and making them the basis of training. When this supremely useful object has been gained, the curriculum may be extended *ad libitum*; but not till then. What is really wanted in primary, and indeed all classes of schools, is not so much, more subjects to teach, but the power of teaching the ordinary subjects well. Ascham's method, then, with some slight modifications, presents all the characteristic features of a good method of teaching, and is, I need not point out, identical in principle with that already illustrated. It is natural, simple, effective, although so widely different, in most of its features, from the traditional methods of our grammar schools; which are indeed, in most respects, suited to the mental condition of the ambitious, active-minded, inventive few, but not at all to the ordinary mental condition of the many; We too often forget that the *raison d'etre* of the schoolmaster is the instruction, not of the *minority* who *will* and can teach themselves, but of the *majority* who can but will not. Our teaching force should regulate the movements rather of the ordinary planets than of the *comets* of the system.

In the seventeenth century, a number of thoughtful men—Germans—unsatisfied with the methods of education then in vogue, began almost simultaneously to investigate the principles of education; and, as the result, arrived virtually at the conclusion on which I have so often insisted, that the teacher's function is really defined by that of the pupil, and that it is by understanding what he is, and what he does, that we learn how to treat him wisely and effectively. The eminent names of Ratich, Sturm, and especially Comenius, are connected with this movement. I can do no more than refer those who are interested in the details to Von Raumer's valuable "Geschichte der Padagogik," or to Mr. Quick's exposition of them in the "Essays on Educational Reformers. The results may be stated in Mr. Quick's words:

"1. They [the reformers in question] proceed from the concrete to the abstract, giving some knowledge of the thing itself before the rules which refer to it. 2. They employ the student in analyzing matter put before him, rather than in working synthetically according to precept. 3. They require the student *to teach himself, under the superintendence of the master*, rather than be taught by the master, and receive anything on the master's authority. 4. They rely on the interest excited in the pupil by the acquisition of knowledge; and renounce coercion. 5. Only that which is understood may be committed to memory."

The methods, then, of these reformers present the same characteristics which we have deductively gained by other means.

In a lecture on Methods, it is impossible to omit the names of Locke and Rousseau. As, however, it is easy to read through the short and very interesting "Treatise on Education" and the capital digest of the "Emile" in Mr. Quick's book, I may pass them over.

We come next to Pestalozzi—a name of world-

wide renown, of still increasing influence. He differed essentially from Comenius, whom he practically succeeded in the history of education, in being a comparatively uneducated man. When once reproached by his enemies (of whom; from various causes, he had many) with being unable to read, write, and cipher respectably, he frankly acknowledged that the charge was true. On another occasion he confessed to an "unrivalled incapacity to govern"—a confession which discovered a most accurate self-knowledge on his part; and generally, his whole educational life bore witness to the deficiency of his mental equipment and training. He often bitterly deplored, when he could not remedy, this ignorance and incapacity. His mind, however, was remarkably active and enterprising, and his moral power truly immense. A thousand criticisms on his want of knowledge, of judgment, of the power of government, even of common sense (as men usually estimate that quality), fall powerless as attacks on a man whose unfailing hope, love, and patience not only formed his inward support under trials and disappointments, but combined with that intense necessity of action, which was the essence of his nature, in stamping his moral influence on all around him. Virtue, with him was not a mere word; it was an energetic, ever-acting force.* To instruct and humanize the poor wretched children who were generally his pupils,—to relieve their physical wants and sufferings,—to sympathize with them under their difficulties,—was to him not only a duty but a delight. To accomplish these objects, he worked like a horse (only harder), fagging and slaving sometimes from three in the morning till eleven at night, dressed himself like a mechanic, almost starved himself, became, as he tells us, "the children's teacher, trainer, paymaster, man-servant, and almost house-maid"; and all this to gain the means for instructing, boarding, sometimes even clothing children who not unfrequently rewarded his labors with ingratitude and scorn. Pestalozzi was indeed the Howard of schoolmasters.

It was his unbounded philanthropy that first led him to become a schoolmaster,—his intense love and pity that supplied both motive and means. He saw around him children perishing, as he conceived, from lack of knowledge; and though possessed of little himself, though mentally untrained, though ignorant of the experience of other teachers, he resolved, with such appliances as he had; to commence the work. The one ruling thought in his mind was, "Here are poor, ignorant children. From my heart I pity them, I feel that I can do them some good. Let me try."

It is not to be wondered at that his trials often proved "trials" indeed; and ended in utter disappointment; for although his educational instincts furnished him with excellent notions and theories about teaching, the actual results were often unsatisfactory. In this intense eagerness to press forward, he never stopped to examine results, nor to co-ordinate means with ends. Provided that he could excite, as he generally did, a vivid interest in the actual lesson, he was contented with that excitement as the end of his teaching. Thus, while he, to some extent developed the mental powers, he did not even conceive of the higher end of training them to independent action.

* Like most enthusiasts, however, he exercised it very irregularly. On one occasion, we are told, when reduced to the utmost extremity for want of money, he borrowed 400 francs from a friend. Going home, he met a peasant wringing his hands in despair for the loss of his cow. Without a moment's hesitation, Pestalozzi put the purse with all its contents into the man's hands and ran off, as quick as he could, to escape his thanks.

TO BE CONTINUED.

TRAVELING STONES.—The famous traveling stones of Australia and Nevada, are described as almost perfectly round, the majority of them as large as a walnut and of an irony nature. A single stone removed to a distance of three and one-half feet, upon being released, was seen to move to join its fellows: taken away four or five feet it remained motionless. The cause of their rolling together is doubtless to be found in the material of which they are composed, which appears to be lode-stone or magnetic iron ore.

THE SCHOOL-ROOM.

For the SCHOOL JOURNAL.

SCHOOL-ROOM CONVENIENCES.

Under this title it is proposed to give from time to time some suggestions and descriptions as to the needs, means of obtaining, and use of many *simple mechanical* and other devices for promoting the efficiency of our schools, especially those of the country. Some of these were original with the writer, so far as his own experience was concerned, and some have been gathered from other sources. In order, however, to make the series as practical and valuable as possible, the writer solicits from the readers of the JOURNAL short, clear descriptions of apparatus and devices that *they themselves have favorably tested* in the school-room—no others wanted. The writer reserves the privilege of selecting for publication only those articles that seem to be of a more than specific utility. A particular request is also made for articles pertaining to those conveniences that may be *easily extemporized or provided* by teachers having little or no apparatus at present. Address correspondence to N. Y. SCHOOL JOURNAL, care of Assistant Editor.

BLACKBOARDS.

That there should be no school without blackboards, or their equivalents, almost goes without saying it. But some *teachers* there are who know, to their vexation, of the lack. The most common appliances for the display work of crayon or pencil are (1) *wooden blackboards*. These should be made of *well-seasoned* or kiln-dried boards, at least an inch thick, tongued and grooved, and screwed on in convenient lengths to cross-cleats from 3½ to 4 ft. long. The face of the board should be well smoothed, and if "sappy" knots appear they should be shellacked and the board then well painted with two or three coats of dead black. A little powdered pumice-stone, in the absence of other gritty material, will give the desired "slatey" feel. If liquid slating is accessible, of course it is preferable to paint. Some prefer a very dark blue or green or drab color as being easier to the eye. (2) In new buildings, thoroughly planned, the walls are often completed in a "*hard finish*," which will take common paint, or better still the slating, to a good purpose. For repairing such walls calcined plaster mixed with water may be used before re-painting. (3) But best of all where they can be afforded at the outset, for they are the cheapest in the long run, are *real slate blackboards*. These are usually gotten out in slabs a half-inch thick, 4 feet long, and from 2½ to 3½ feet wide. They can be bought from 20 to 35 cents a square foot. Such slates with proper usage will last as long as the building itself. (4) But suppose it is impossible or very inconvent for a teacher to get *any* of these kinds, what shall she do? Go without? By no means. Let her get some large sheets of thick brown wrapping paper (manila, if possible, as it is tougher), the thicker and darker the better, and tack or stick them on the wall with flour paste. If the sheets are crumpled, as is most likely, from previous use, the creases can be taken out by a hot flat-iron. If they can be painted, well. It is surprising how long such a thin board will last, especially if it have a firm back, and if the soft crayon of the time be used. To economize blackboard space in any school-room, such paper or sheets of card-board can be used for the display of programs, special exercises, regulations, etc. Many other expedients for blackboards will doubtless suggest themselves to readers; but whatever is used, care should be taken to adapt their location to the reach of small pupils—many boards are placed too high or in awkward situations.

PROGRAMS, STUDY TABLES, ETC.

The preceding topic suggests these. Like blackboards, so with programs and study tables, it almost goes without saying, that no school should be destitute of them; but many *are*, nevertheless. It is not the province of this article to discuss *what* the program is, or *how* it should be made. Assuming, however, that one has been carefully prepared by the teacher, it should not only be displayed so as to be visible all over the room, but it should be neatly copied by each pupil. The pupils, though, need not copy it all, if very long, but only the parts in which they are generally and personally interested. Whether put upon the board, or upon a tablet, or paper, make the program *conspicuous*. Pupils not only like to feel that they are working to a scheme, but they are pleased to see a *picture* of the orderly arrangement constantly before them. Therefore let the teacher herself, or one of the larger pupils, if there chance to be one skilled in lettering, draw or print, or write the program, etc., in prominent characters. If colored crayons are available they can often be artistically employed for this purpose. The writer has often met with young male pupils of real genius in this direction.

CRAYON COMPASSES AND BLACKBOARD RULERS.

Again, the previous two topics suggest these. Many a teacher has felt the need of something more accurate and swift for drawing circles, curves and dividing spaces on the board than the conventional chalk and string, ink bottle, or the off-hand skill of the arm and hand. If it is impossible to get them from a dealer, or if the teacher can ill afford the 75 cents or a dollar necessary for their purchase, let him if a man try and make a pair of compasses for himself; or, if a lady, tell "her young man," or other friend, how. Here is one way: Take two pieces of seasoned ash, or other soft *tough* wood, an inch or more square, and from 15 to 18 inches long. Make the rivet ends like a common pair of carpenter's compasses with a fine saw and pocket-knife, whittle one of the arms nearly to a taper and insert in the end a short awl or other iron point, having a ridge in the middle to prevent pushing up the arm; then round off the other member, bore a hole the size of a crayon in the end, and split it down with a *saw* on its two cross diameters for 3 or 4 inches, and fit on over the four flexible sections thus made a brass or wire-ring for holding the crayon in place by its pressure on the split sections. This is far less difficult to make than it would seem by the above description, and when completed and put to its numerous uses will be considered almost indispensable by a "live" teacher.

A BLACKBOARD RULER is another piece of apparatus so simple that the average teacher generally ignores it; but if made about 6 feet long, with a hole in the end for hanging upon its proper nail, and if divided on one side into *yards*, *feet* and *inches*, its superiority to the conventional lath or "straight-edge" will be too apparent to need further explanation.

For the SCHOOL JOURNAL.

KEEPING IN.

The pupil is sometimes required to remain in during recess, or after school as a punishment. The plan has been sharply criticized; many never employ it; very many steadily use it. It is no uncommon thing in some schools to hear at the close of the exercises, "John Jones, Mary Johnson, etc., may stay in." The rest of the pupils file out, but these pupils sit still; nor do they seem to feel very bad about it. In fact, they chuckle to themselves, "The teacher has to stay in too." If we make a careful inquiry we shall find that about the same pupils are "kept in" every day.

Is this a good plan? Certainly the teacher ought not to be kept in; it works a wrong to him. Why are pupils "kept in?" The causes are numerous: whispering, tardiness, poor lessons, no lessons, sauciness, etc., etc. In fact, if there is anything wrong the pupil is told to "stay in after school." As to staying in during the recess, we pronounce that bad, unless the teacher send the pupil out before recess or afterward. To wholly deprive him of recess is a wrong to the physical needs of the pupil.

As to staying in after school, we say that the teacher should aim to abolish it root and branch; it should be permitted to those pupils that desire advice, information, or assistance. But the teacher will say, "What shall I do for tardiness, whispering," etc. Does "keeping in" prevent tardiness and disorder? A pretty long experience leads the writer to doubt the efficacy of "keeping in" to

cure the evil; usually the same pupils are kept in every night.

Years ago the rod was plied vigorously in order to remove tardiness, sauciness, etc. Teachers then thought the rod was indispensable; they quoted Solomon to sustain them, if there was any doubt. But the rod has been laid on the shelf, and "keeping in" is now the cure—or, rather, the prescription. In a few years it will be laid aside, for it has but a temporary value. In a large department, myself and two splendid assistants daily had from ten to twenty delinquents to attend to. There were "lessons to make up," tardiness, disorder, etc., to be settled up, and an hour was usually consumed. One of my assistants declared at the close of one of these sessions that he believed we created in the pupils a habit of staying in. It startled me. I investigated. There was John W——; he, a month before, was never on the list of those who were "to stay in;" now he was on that list steadily. I determined to reform. The next morning I told the pupils I wished to go home when school was out that day, and would thank them to have everything right. To oblige me they behaved handsomely, and I marched home with the pupils. By a steady effor the "keeping in" was abolished; it had become a habit with me and the pupils:

1. There will be cases in which the teacher detains pupils to ask advice, help, etc. He should say, "Henry Smith and William Tompkins will please stay a moment after school."

2. Suppose the dismissal time is 3 P. M.; let all, except the tardy, get ready and march out at 2.55 P. M. At 3 P. M. the tardy are dismissed—this is on the supposition that the tardy are kept after the rest—a plan some think very effectual.

3. For disorder, as whispering, etc., "keeping in" is of little value. There are better plans. Rolls of merit and honor, reports sent home, and the good opinion of the school are far more effectual.

4. As soon as possible, the teacher must lift his school up and up, until it is on the basis of an assemblage of friends in his parlors. "Ah, if he had my school he would not talk about parlors!" some doubting teacher will say. But an appeal to the experience of those who have had the roughest pupils will show that the above is not a fancy, but fact. Rough boys treated as though they were worthy of good treatment *will* respond.

5. A plan must be made to cover the sauciness, disorder, etc., that comes up, and here the teacher's skill in management will be apparent. For lack of a good plan for his campaign many a general has been beaten, when he had soldiers enough. Napoleon said the plan was half the battle. Let the teacher, therefore, study his school-room and determine that for want of mere skill in management, he will not "keep his pupils in" the foul air of a school-room longer than is needful.

EYE AND HAND.—Dr. Richardson, F.R.S., of London, showed what an evil effect too much brain work, without a proportional amount of industrial occupation to support it, has upon young children. He said that: "In one large establishment, containing about six hundred children, half girls and half boys, the means of industrial occupation was provided for the girls before the boys. The girls were put upon half time tuitions; that is to say, their time of book instruction was reduced from thirty-six hours to eighteen per week, given on the three alternate days of their industrial occupation, the boys remaining at full school time of thirty-six hours per week, the teaching being the same, on the same system, and by the same teachers, the same school attendance in weeks and years in both cases. On the periodical examination of the school, surprise was expressed by the inspectors at finding how much more alert, mentally, the girls were than the boys, and in advance in book attainments. Subsequently industrial occupation was obtained for the boys, when their time of book instruction was reduced from thirty-six hours a week to eighteen; and after a while, the boys were proved, upon examination, to have obtained their previous relative position, which was in advance of the girls."

For the SCHOOL JOURNAL.

LESSON ON COMMON OBJECTS.—II.

By E. J. HALLOCK.

WATER.

Specimens and apparatus required: A pitcher of water and two glasses. If convenient, obtain abottle of salt water, one of hard water, and another of rain water; also, some of dirty water, lime water, salt, sugar, soap, charcoal, sand, filter paper, ice.

The teacher may begin the lesson by pouring some water into the glass and asking each of them in turn, or all in concert, to name some of its properties. "What can you tell me about water?" is a good form of question. Tell nothing, but hear everything, and try to draw out such answers as these:

Water is a liquid; it has no color, no smell or taste, is cold, is wet, is heavy.

Then you may ask them if they can see through it, and tell them that such things are called *transparent*.

What shape is it? Pour it into different vessels to show that it will take any shape, but is always flat on top. All liquids do this. If you can borrow a carpenter's level, it will interest the class still more.

Fill the glass even-full of water, then insert one or two fingers and ask, "*Why does the water run out?*" A little talk over this will lead them to discover that two things cannot occupy the same space at the same time. If the class are old enough one of them may be told to write the word "impenetrability" on the black board.

What is water good for? Among the answers will be to drink, to wash in, perhaps the boys will say to fish or swim in.

Throw some salt in the water and when is has disappeared ask *where* it has gone. Some will be sure to say it has *melted;* tell them that is not the right word, and after a while, if no one can give the correct word, tell them it has *dissolved*. All through the course care must be taken to prevent the use of *melt* or *fuse*, where *dissolve* is intended. The subject of solution can be made very interesting.

If you can't see the salt how do you know that it is really there? Take two glasses exactly alike, fill each half full of water, put salt in one and not in the other; then turn your back to the class and change them so they will not know which has the salt in it, and on placing the glasses before the class ask them to find out (not guess) which is which. Some one will probably think of tasting, and may be allowed to do so. Taste, then, proves the presence of what we cannot see in this case. After a considerable quantity of salt has been dissolved in the water, evaporate a little of the solution to show the class that you can get back whatever has been dissolved in it. A teaspoon two-thirds full of the brine may be heated over any kind of lamp and in a few minutes the water will go off and leave the salt, which will begin to snap and crack (decrepitate.) Another proof of a sub stance in solution is obtained by evaporation.

Continue adding salt and show that a limit is soon reached where the water will not dissolve any more; it is saturated; it can be compared to a person who has eaten his fill and can eat no more. The experiment may be repeated with sugar, but only a small quantity of water should be taken, as sugar is very soluble. They will notice that some things are more soluble than others.

Throw some clean sand in a glass of water; it soon settles. *Is it soluble?* of course not. Stir in some clay or any earth that is near at hand; it does not dissolve nor does it settle.

How can we get it out? Some one may say, strain it; and this can be done. A piece of filter paper (to be had of any druggist or photographer), is cut to a circle folded twice to a quadrant, such as is formed by the hands of a watch at 3 o'clock, (also at 9 o'clock), and on partially opening it, it will fit in a funnel; wet it to keep it in place and open the pores. Through this the muddy water may be filtered; a portion, and sometimes all of the dirt will be removed. Show them that salt and sugar cannot be filtered out. *Why not?*

Dissolve hard white soap in water until it will not take any more; if it forms any flocks or sediment filter it, or strain it. Put it in a bottle and label it "soap solution." Fill a small bottle half full of rain water, then pour in a very little of this soap solution, and shake it; call attention to the foam. In another bottle put some *hard* water, drop in the same quantity of soap solution and shake it; no foam will appear until a good deal more of the soap solution is added. (If naturally hard water is not easily obtained, add a little lime-water to ordinary water, and use this for "hard water.") Try to make soap suds with hard water, and show how difficult it is to do so. (If the class are quite young omit the hard water paragraph.) A piece of boiler scale or some "fir" from the inside of a teakettle may be exhibited at this point, if to be had.

What is ice? How can we change ice into water? Water into ice? Effect of heat on ice; on water. Boil some water and hold a cold plate in the steam and let some condense on it. Ask what becomes of water when it "boils away."

Procure a clay pipe with as long a stem as possible,—some are ten inches long. Fit the bowl over the neck of a small, thin bottle or phial containing some warm water and caulk it with wet paper, or, better, a piece of an elastic band. This forms a rude still, or retort, and several drops of distilled water can be obtained by warming the phial very carefully. (Try this before hand.) Set the bottle on a sand-bath, made by putting a little dry sand in any small tin dish, or the lid of a baking-powder box, and support it upon three long spikes driven in a block of wood, so that it will be high enough to slip a small alcohol lamp under it. (If a test tube can be had it will need no sand-bath.) The object of the sand-bath is to distribute the heat evenly, but much heat is wasted.

An alcohol lamp can be extemporized from a low, flat bottle, such as an ink bottle, or vaseline bottle. Fit a cork, bore a hole in it, and put in a small tube of glass or metal through which to pass the wick. The tube of a metallic penholder, or the end on a wooden one, will answer, and can be made to cut its own way through a soft, thin cork. If you succeed in heating the bottle without cracking it, and the pipe-stem is kept cool, distilled water will drop from the end of it. (Explain *distil.*) By attaching the bowl of the pipe to the spout of a five-cent teapot, by means of a cork, better results are obtained, but the class cannot see it as well.

What is rain water? Where does it come from? How does this differ from distillation? Why and how does a pitcher of ice water generally "sweat?" Is the *steam* on the kitchen window on a cold day distilled water?

Evaporate some distilled or rain water, and show that there is no residue left. Melt some clear ice and evaporate this also.

Put a few drops of black ink in a glass of water, or enough to make it look dirty. Filter this through the filter paper; if it is not clear put some fine sand in a funnel, and on this some charcoal finely powdered. Pour the inky water on this and it will soon run through clear. Repeat with red ink, or red wine. For older classes, enlarge upon the importance of filtration for drinking water.

Pour some alcohol in the water; it disappears. *Has it dissolved like the salt?* How do you know that it is still there? The class will answer, "taste it," but you can tell them there is another way, namely, "smell it."

Pour some kind of oil on water and shake well, asking what will happen. As it comes to the top, ask them to explain it. *Has it dissolved like the alcohol? Why does it float?* They will notice that water dissolves some liquids and not others.

If you can obtain some alcoholic tincture, or strong spirits of camphor pour some in water. It is milky. Camphor is insoluble in water.

Pour some alcohol on a plate and set fire to it without telling what it is and ask, "*Is that water?*" *Why not? Will water burn?*

Drop a lighted match or splint in water. *Why does it go out?* Speak of the use of water to extinguish fires.

Rub a very little grease on a pane of glass—the

perspiration of the hand will often suffice—and show that water will not wet it, but forms *round* drops.

Hold any vessel of cold water, which is dry on the outside, over the flame of the alcohol lamp; it becomes covered with dew or drops of water. Even when there is no water in the alcohol this will take place. The water has been *made* from something in the alcohol, and something in the air. It would be going too far to explain how, but it may be stated incidentally, that water is always made by burning oil, gas or candles; and that this is why the windows of toy shops are often so covered with water in winter evenings that it is impossible to see through them.

Drop into water various small articles such as pins, beads, pebbles, nuts, and pieces of wood and paper. *Why do some float and others sink?* After a while they will conclude that whatever is lighter than water will float.

Is water heavy or light? What does a pint of water weigh?

This involves the use of a scales, also weights and measures. Leave this for the next lesson, telling them to try and make some scales, and if they cannot you will show them how, next time.

For the School Journal.

WRITTEN ARITHMETIC.

By Supt. J. E. Hillard.

Analysis displays the test, efficiency and thoroughness of the comprehension. If the lesson includes a half-dozen examples, require each member of the class to prepare this lesson, writing out in full—or as fully as necessary—on slate or paper, the analysis of each example, and let this work be brought to recitation by the class, and while an example is being placed on the blackboard the class may recite from their slates or papers.

It is just as necessary that the language used in an Arithmetical recitation be elegant and accurate as that it be elegant an accurate in a recitation in Grammar for expression is not only a test, but also a help to correct thinking.

In the analysis subjoined it is presumed that the pupil is well acquainted with the principles involved: in the abstract at least, for the solution of the question involves this application. The solution of an example consists of: 1. The statement and question; 2. The analysis; 3. The conclusion,—or, really, the answer to the question asked in connection with the statement. This analysis may be, and should be, shortened and condensed just as soon as the pupil is able to do it, and do it intelligently and correctly.

I. $\frac{1}{2}$ mi. + $\frac{1}{4}$ fur. + $\frac{1}{4}$ rods = ?.

II. { First, find the value of the fractional quantities in lower denominations. Second, add.

1 mi. = 8 fur.

$\frac{1}{2}$ mi. = $\frac{1}{2}$ times 8 fur., which equals $\frac{8}{2}$ fur. or 6$\frac{2}{4}$ fur.

1 fur. = 40 rd.

$\frac{1}{4}$ fur. = $\frac{1}{4}$ times 40 rd., which equals $\frac{40}{4}$ rd., or 26$\frac{1}{4}$ rd.

1 rd. = 5$\frac{1}{2}$ or $\frac{11}{2}$ yd.

$\frac{1}{4}$ rd. = $\frac{1}{4}$ times $\frac{11}{2}$ yd., which equals $\frac{11}{8}$ yd. or 3$\frac{3}{8}$ yd.

1 yd. = 3 ft.

$\frac{3}{8}$ yd. = $\frac{3}{8}$ times 3 ft., which equals $\frac{9}{8}$ ft. or 2 ft.

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1 fur. = 40 rd.

$\frac{1}{4}$ fur. = $\frac{1}{4}$ times 40 rd., which equals $\frac{40}{4}$ rd. or 17$\frac{1}{2}$ rd.

1 rd. = 5$\frac{1}{2}$ or $\frac{11}{2}$ yd.

$\frac{1}{4}$ rd. = $\frac{1}{4}$ times $\frac{11}{2}$ yd., which equals $\frac{11}{8}$ yd.

1 yd. = 3 ft.

$\frac{11}{8}$ yd. = $\frac{11}{8}$ times 3 ft., which equals $\frac{33}{8}$ ft. or 2$\frac{1}{8}$ ft.

1 ft. = 12 in.

$\frac{1}{8}$ ft. = $\frac{1}{8}$ times 12 in. which equals $\frac{12}{8}$ in. or 4$\frac{1}{2}$ in.

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1 rd. = 5$\frac{1}{2}$ or $\frac{11}{2}$ yd.

$\frac{1}{4}$ rd. = $\frac{1}{4}$ times $\frac{11}{2}$ yd., which equals $\frac{11}{8}$ yd. or 4$\frac{3}{8}$ yd.

1 yd. = 3 ft.

$\frac{3}{8}$ yd. = $\frac{3}{8}$ times 3 ft., which equals $\frac{9}{8}$ ft. or 2$\frac{1}{8}$ ft.

1 ft. = 12 in.

$\frac{1}{2}$ ft. = $\frac{1}{2}$ times 12 in., which equals $\frac{12}{2}$ in. or 8 in.

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6 fur., 26 rd., 3 yd., 2 ft.
\+ 17 rd., 2 ft., 4$\frac{1}{2}$ in.
\+ 4 yd., 2 ft., 8 in.

= 7 fur.—4 rd.—3$\frac{1}{2}$ yd.—1 ft.—$\frac{1}{2}$ in. or,
7 fur.—4 rd.—3 yd.—2 ft.—6$\frac{1}{2}$ in.

III. Hence $\frac{1}{2}$ mi. + $\frac{1}{4}$ fur. + $\frac{1}{4}$ rd. = 7 fur., 4 rd., 3 yd., 2 ft., 6$\frac{1}{2}$ in.

For the School Journal.

FRIDAY AFTERNOONS AT MISS BLOSSOM S SCHOOL.

Miss Blossom tapped the bell lightly, and said: "Put away your books, please; we will have a talk." The scholars were curious, and obeyed quickly.

"Who has heard of Prof. Agassiz?" (Twenty hands were up.)

"Earnest, who was he?"

"A great man."

"What did he do?"

"He wrote about fishes and animals, and everything."

"How did he know about them?"

"He watched 'em."

"Did he do anything else with them?" (Earnest hesitated, and three hands went up.)

"Charles, what else did he do with the animals?"

"Took 'em apart."

"Can you say it in one word?" (Charlie couldn't, but Willie Pinkham raised his hand.)

"Willie."

"Dissect."

"That's right. Now what one word describes a man who dissects animals?" (Only one hand.—Indeed you will have to imagine the hands—now one, two or three; and again, twenty or more, going up and down, the whole time.)

"Tell us the word, Arthur."

"Naturalist."

"Right. Thomas Cheeny, suppose you go to the board and write that for us. 'To take apart, is to dissect.' Now, underneath: 'A man who watches and dissects'—I'll put in a word—'and studies, animals is a naturalist.'

"One day, to help him in his work, Agassiz had to select an assistant from one of his classes. There were three young men who seemed to be very smart, and they were all anxious to be chosen, so he didn't know which to chose; but as each one came in to see him, he told him to look out of the window and describe what he saw.

"One said that he only saw a board fence and a brick pavement; another saw these and a stream of soapy water, beside; a third saw all this and more. He noticed the color of the paint on the fence, and a green mould on the bricks, and traces of 'bluing' in the water, beside other little things. Professor Agassiz wanted an assistant with sharp eyes so he chose this last young man. Now, Earnest, how do you suppose this young man happened to have sharper eyes than the others?"

"Practice." (Another hand was up and Miss Blossom nodded.)

"Habit."

"Yes, practice and habit. Now here is something you have all seen before, (she held it up) let us see how sharp your eyes are. Arthur, what is this?"

"An apple."

"You may go to the other board and write that for us; we will see if we can give a good description of it." (Arthur wrote "An apple.")

"Patrick Wilson, what kind of an apple is it?"

"Porter."

"No. James Shelley?"

"Pippin."

"No. Thomas Allen?"

"Taint an apple; it's a quince."

"How do you know?"

"It's yellower than a porter or pippin; nearer lemon color; and it's puckery like a lemon round the stem and bud." (Allen was a boy who had been in the habit of missing a good many days at school; and some of the more regular attendants looked on him as a sort of black sheep. He was quick at arithmetic and history, but invariably came to grief at grammar and spelling. He had improved in every way since Miss Blossom took the school, and the scholars were beginnig to think that perhaps he *did* know something, after all. Better still, *he* was beginning to think so.)

"Now, Arthur," continued his teacher, "I see you have written 'An apple.' You may rub out that dot, and go right on to say 'An apple is very different from a quince.' And, Cheeny, we'll get a moral out of that. Who can give us a moral from that? Well; Willie Brooks?"

"Look sharp."

"That's a good one, you may write that, Cheeny. (Another hand) Yes; what is it?"

"Things are not what they seem."

"Good; We will have that, too. What is yours, Earnest?"

"Be sure you're right."

"What is the rest of it? Do you know Earnest?"

"Go ahead."

"That gives us three good rules. We will let them stay on the board until we all know them by heart. Arthur, you can "go ahead" on *your* board and write what Allen tells us. 'The quince is yellower, more of a lemon color, and puckery about the stem and the bud.' Is there any thing else, Thomas?"

"It is tough, and it tastes as puckery as it looks."

"You may write that, Arthur. Now we don't want Thomas to tell us all he knows about it, we will find out for ourselves. See if you can catch this, Earnest." (She tossed him the quince; then, from her desk took half-a-dozen more, and tossed them to others.)

"I want you to examine them carefully outside and in, and as soon as one of you discovers anything new, he may raise his hand." (The boys looked curiously at the fruit. Shortly, one was seen to cut a piece off and eat it; another broke his open and cut out the core, and then counted the seeds; a third separated the cells and counted the seeds in each; a fourth ate some of the seeds; and still another cut off some of the peel, and examined it carefully. When a boy raised his hand, he was directed to the blackboard, where he wrote what he had discovered. When this was finished, it constituted a pretty thorough description of the quince from an unscientific point of view.)

"Boys, you may take your seats now. We will let everything stay on the boards until next Friday, then we will have another talk; you see it is time to close." And so it was. The boys had forgotten all about the clock, but everything takes time, the little delays and hinderances as well as the useful work; and there were many little things done and said, for which I have'nt room here. This is only an outline of the "talk." I will tell you of another before a great while. They aimed principally at diversion, yet it was many a day before the boys forgot "Look sharp." "Things are not always what they seem." "Be sure you're right, then go ahead!"

INFLUENCE.

FOR DECLAMATION.

Nothing in nature is ever lost. No force once set in action ever ceases. The tiniest flake of snow that settles slowly and noiselessly down upon the collected millions of other flakes, causes a shock that is felt throughout the universe. Each drop of water that falls upon the ocean causes a ripple that widens and widens until it is felt by every atom of the ocean. Each passing cloud that floats idly by upon a summer's day, influences, not only the trees and flowers beneath its shade, but the life and happiness of every human being. The thistle down that flies hither and thither, the sport of every playful breeze, affects the world. Who then can estimate the influence of a human being? Every person, no matter how poor or ignorant, exerts an influence so great that its effects are boundless in extent. No boy or girl can throw an influence in the wrong direction, even by a single word or act, without injuring the whole race and embittering the lives of some of their associates. Let us then be careful what we do and say.

NOTEWORTHY EVENTS.

WITH HINTS FOR TEACHERS.

Oct. 11.—The village of La Estrella in the province of Teruel, Spain, inundated, with loss of property and life.

Oct. 12.—A grand celebration at Madrid, Spain, of the discovery of America. [Why should it be celebrated at Madrid?]

Oct. 14.—The new Spanish Cabinet sworn in. [How is the Spanish government administered?]

Oct. 15.—Earthquake shocks felt on the island of Chios: also at Syra and Smyrna. [Where are these places?]

Oct. 16.—Cetewayo, the Zulu king, surrenders. [What can you tell about the Zulu war?]

SCRIPT WORD-READING FOR BEGINNERS.

The child learns to use words as *wholes*, that is each word is to him the expression of a separate thought. He sees a certain animal, and is told that it is a *horse*. To him forever after the same or a similar object is "a horse"—*one* thing. He doesn't stop to separate the animal into parts to give expression to his perception. He doesn't take any notice in his first swift impression, of the horse's head, or body, or legs, or tail, or color, but for some time thereafter he knows a horse from a flower merely in its *entirety*. Gradually, however, the child learns not only to distinguish the parts but the qualities of the animal, such as color, size, fleetness, strength, docility, etc., and this, too, the more rapidly with some children than with others, according not only to their mental strength, but *especially according to their familiarity with the object* by more frequent observations.

In infancy this power of associating ideas is very keen; the mind groups together *similar things;* it also learns by noticing *differences*.

Now, upon these two principles: the *wholeness* of the word-idea, and the learning by grouping of ideas, depends the success of teaching reading by the script word-method. To illustrate, take the word "horse;" when the child sees a good *picture* of this quadruped, he thinks nothing of its being a picture or anything else than the real animal, but at once says, "a horse." (Sometimes teachers make the absurd mistake of the routinists in object-teaching, by replying: Children, this is not a horse, it is only the *picture* of a horse," and if a child insists on saying it is a horse, they will tell him in magnificent scorn to go get on his back.! The child knows it is a picture.) *Writing*, then, the word on the black-board, let the class be told that it means "horse," too, and they will no more think of the letters that compose it, than they do of the head, legs, etc., of the quadruped. Now, in writing the word on the blackboard, what has been done? Merely a sign of the animal has been made. If words are taken only one at a time, in this way, and are associated with the objects or pictures themselves, they are readily retained in the mind and recognized when seen, so that the word-signs, *horse, cat, dog, man*, mean just as much to the child as the realities themselves.

Now, as to the *script* part of the question; if taken at the outset, before the child has learned anything at all about letters or print, he will recognize the word "horse" in script just as readily as he would if it were put in print. It is of vital importance, however, that the teacher herself should be a good penman—she should be able to write almost perfectly. No books should be used at first, not even if they have script lessons. The best charts also are not so good for giving the first lessons from, as the blackboard under the hands of a good teacher. The very seeing of the teacher write the words on the board has a touch of something human about it that makes the written results of more interest to the child. Again, by *seeing* it done, the natural imitativeness of the child is aroused, and he becomes eager to do the same. Let him then take his slate and try—yes, begin with the very first word; *let him learn to write by writing*. Of course, the child will stumble and scrawl at first; its hand will often need guidance, and it will constantly need the personal oversight of the teacher. But let the teacher persevere, let every word on the black-board be copied by the pupil over and over again. This is another reason why black-boards are better than charts, they *repeat* more, or should be made to do so.

Just as soon as a certain amount of manual dexterity in making words has been developed, they should be grouped into short sentences, which should always commence with capitals and end with periods. If pupils are made to imitate these exactly, nothing need ever be said by the teacher about any rules for beginning and ending sentences, or need the child ever be told at all that the first letters are capitals and the little dots at the end periods. The child will *learn them by making them;* and they will become as much a part of the sentence as the the letter "h" is of horse, without their knowing why. Analysis and reasons for all these things have their place, but they should come later. First, let the child learn to recognize and write words, and then aim to increase his vocabulary, and put the new words into familiar sentences. Let them *write* everything they read from the board, or eventually learn from charts and their books. Says Col. Parker, "Why not teach printing and script together? Because it violates the rule of perfect simplicity. Train the child to use one set of forms made in one way, and one alone. In my experience, extending over eleven years of supervision of primary schools, I have never known the failure of a single class to *change from script to print, easily and readily in one or two days*. What, then, is the use of print at first? What logical reason can be given for its use, if the step from script to print is so very simple. In writing the first word the child begins *spelling* also in the only true way. Spelling is the precise correlation of pronunciation. The child hears the spoken word and strives to reproduce it by his voice. He sees the written word and reproduces it with his pencil. He gets the thought by means of the written word, and gives it back just as he gets it—he is talking with his pencil—talking in writing, just as he will have occasion to talk, more or less, nearly every day of his life.

"The reason why the change is made so easily from script to print used to puzzle me. The probable reason is that script and print are nearly allied in form. The first print was a crude reproduction of old manuscript. Both have changed since the art of printing was discovered, but the resemblance remains. The child, as you know, has a wonderful power of seeing resemblances. Like comes to like in his mind because his mental pictures are not filled out with that which produces the differences. This to me explains the cause of the change."

To secure the necessary repetition of words used in the every-day vocabulary of the child, after he finishes his regular First Reader, he should in some way have the use of four or five different readers of the same grade.

GOLDEN THOUGHTS.

[These can be used by the live teacher after morning exercises, or they can be written out and distributed among the class, or one may be written on the black-board each day.]

We can never go back, but there is not a point from which we may not go upward.

Our grand business is, not to *see* what lies dimly at a distance, but to *do* what lies clearly at hand.—CARLYLE.

We can never be too careful
What the seed our hands shall sow:
Love from love is sure to ripen,
Hate from hate is sure to grow.
Seed of good or ill we scatter
Heedlessly along our way,
But a glad or grievous fruitage
Waits us at the harvest day.

There is only one stimulant that never fails, and yet never intoxicates,—*Duty*. Duty puts a blue sky over every man,—up in his heart, maybe,—into which the skylark, happiness, always goes singing.—G. D. PRENTICE.

"There is a good time coming, boys;"
And many a one has passed;
For each has had his own good time,
And will have to the last.
Then, do thy work, while lingers youth
With freshness on its brow,
Still mindful of life's greatest truth,
The best of times is now.

—MRS. L. C. WHITON.

Sculptors of life are we, as we stand,
With our souls uncarved before us,
Waiting the hour when at God's command,
Our life-dream passes o'er us.
If we carve it yet on the yielding stone,
With many a sharp incision,
Its heavenly beauty shall be our own,
Our lives,—that angel vision.

—BISHOP DOANE.

THINGS TO TELL THE SCHOLARS.

VALUABLE LAND.—The building on the southwest corner of Wall and Broad streets, in this city, was sold for $168,000; it is 16 feet on Broad street and 29 on Wall, and has a plain five-story brick building on it.

THE ENGLISH SKYLARK IN AMERICA.—Two years ago eighty-four English skylarks were imported and loosed in Bergen county, New Jersey. This was in the spring, and it was ascertained afterward that about fifty of them paired and remained not far from where they first beat the free air of America with their wings. The lark is not a migratory bird, and it was feared that our northern winters would prove too severe for them, but during the next summer they were heard in Bergen and Passaic counties. This, the third summer of their liberty, shows yet stronger proofs of their naturalization and ability to breed here. They have been heard in more places.

A PORTABLE GAS LIGHT.—An English mechanic was invited to dine at a portion of Manchester some miles from the lighted part of the town. It was a dark night, the roads were bad, and his companion was puzzled as to how they should get to the house as no lantern was available. But the mechanic was equal to the emergency. He hastily got a large bladder, filled it with gas from a laboratory, placed it under his arm and fitting to its mouth a broken pipe-stem soon had a brilliant light under his personal control. This simple but happy expedient was the thought of William Murdock, the distinguished triple inventor of the gas light, pneumatic tube and the system of steam heating.

ANOTHER BOND CALL.—Secretary Folger has issued another bond call for $15,000,000, declaring that the bonds therein mentioned will be paid on the first of December, 1883, and that thereafter the interest will cease on these bonds. All the three and a half per cents. were called in July; and this call consequently begins the payment of the three per cents., of which there were outstanding on the 31st of August $305,529,000. If the Government pays off the three per cents. at this past rate of debt reduction, it will take about three years to retire the whole of this class of bonds, which would wipe them all out in the year 1886. The four and a half per cents, which amount to $250,000,000, will not be redeemable until 1891; and the four per cents, amounting to $737,610,550, will not be redeemable until 1907.

A GOOD WATER FILTER.—Much of the water used in schools is very impure and sickness results. The teacher can filter the water needed very easily. Get a common galvanized iron pail and take it to a tinshop and have a hole cut in the center of the bottom about the size of a five-cent piece, and direct them to solder around it a piece of tin pipe about three-fourths of an inch deep, to form a spout to direct the flow of water downward in a uniform direction. Get two quarts of small stones and, after a good washing, fill up about two inches of the pail with them. On this place a partition of Canton flannel cut to size of pail. On this place a ayer of coarse charcoal (sold at the chemists as boneblack at about ten cents a pound). Select that which is about the size of gunpowder grains, and not the powder. This layer should be three or four inches. A second partition having been placed, add three inches of sand, as clean and as fine as possible, and used by glassmakers as the quality that produces the best results. On this place another partition, and add more fine stones—say for two or three inches. It serves as a weight to keep the upper partition in place. To wash out the dust pass as much water as possible through the filter the first day without using it. The next day it will be ready for use.

Persistent people begin their success where others end in failure.—EDWARD EGGLESTON.

Knowledge, in truth, is the great sun in the firmament. Life and power are scattered with all its beams.—D. WEBSTER.

EDUCATIONAL NOTES.

NEW YORK CITY.

THE ART STUDENTS' LEAGUE.—The first monthly meeting of the members of the Art Students' League for the present season was held Tuesday evening, Oct. 9. After the business part of the meeting was over, a social reunion of the members and students took place. An exhibition was made of the photographs after pictures and drawings by old and modern masters purchased abroad last summer for the League by William M. Chase and T. W. Dewing. These are to be distributed among the different class rooms. Among the photographs of modern masters are those of works by Henner, Lefebvre, Hebert, Roybet and Morot. Among the old masters represented are Rembrandt, Leonardo, Van Dyck, Guido, Holbein, Valasquez, Hals and Antonio Moro. William M. Chase loaned for the occasion eleven photographs of works by Alfred Stevens; and a number belonging to the League, after landscapes by Inness, were shown for the first time. The work done by the League is steadily growing; and admirable feature is the ardent devotion to art manifested by the pupils. The advantages this year are greater than ever before; Chase and Shirlaw have classes and create great enthusiasm. In fact enthusiasm in art reigns at the League.

ELSEWHERE.

BROOKLYN.—The Academy of Mr. A. T. Deane, on Carlton Avenue is a School of more than usual merit. Mr. Deane is one who teaches from a real enthusiasm and love for the work, and practices the best methods. He deserves high praise.

PITTSBURG.—Col. Francis W. Parker has been engaged to deliver a lecture on the "New Education," in Pittsburgh, on Friday evening, Oct. 19. The indications at present point to a very large audience on the occasion. The price of admission is 50 cents.

PENN.—The 33rd annual Institute of Washington Co., will be held at Washington, Oct. 22-26. Dr. Higbee, Profs. DeGraff, Mendenhall, Houck and Excell are the instructors. Will Carleton and Rev. J. H. Vincent, D. D., give evening lectures; the latter has for his subject, "That Boy's Sister."

NEW YORK.—The Chemung County Teachers Association met last week at West Junction. The following "topics of the time" among others received attention: "Grube Method;" "How best to Teach Manners and Morals;" "Methods of Teaching Natural Science; "Report of the Committee on 'Graded work for ungraded Schools.'"

ME.—In 1873 Benjamin E. Bates, of Boston, made a conditional contract to give Bates College, of Lewiston, Me., $100,000, provided $100,000 more was raised within five years. The heirs would not give the money, the condition was not fulfilled, and the college brought suit to secure the amount. The Supreme Court decided against the college.

WISCONSIN.—Prof. Tobin, Waushara County, is not blind, he speaks right out: "In many of our schoolrooms the walls and ceilings have not been whitewashed for years, and the floor seldom scrubbed. If residents of such districts would but realize the fact that the attendance of a pupil in such a school for one short week may result in sending the child to an infant's grave, or he may contract the seeds of disease that leave him an invalid for the remainder of his life, they could not but feel the sting of remorse for the thoughtlessness that allows such things to exist."

HOMER, N. Y.—This community supports an academy which has had an influential history for more than sixty years. The people who grumble at school taxes would do well to study the local history and character of this village: they would discover the influences an educational institution exerts in all directions. At the closing exercises of the academy the presence on the platform of the Roman Catholic clergyman, showed the disappearance of sectarian feeling. He made a speech full of good feeling at the alumni reunion.

MISSISSIPPI.—The State Teachers Association meets in Jackson, on Dec. 26. Among many other interesting objects of discussion are the following: "The Art of Questioning as Related to Teacher's Technical Education;" "Importance of a More Critical and Thorough Study of English;" "Proper Limit to Public School Curriculum:" "How Higher Education Affects our Common Schools;" "School Examinations—Their Character and Value;" "System, as it Affects School Work." Rev. Dr. A. G. Haygood, Oxford, Ga., Gen. Agent of the "John F. Slater fund," is invited to deliver an opening address.

WEST VA.—The schools in all parts of our little mountain state were never in better condition, than now. The Wheeling schools especially. The enrollment is larger than ever before and the teachers are endeavoring to carry out the most improved methods of teaching. Supt. Birch is busy all the time either in the schools or at the teachers' meetings, and *his* earnestness is felt by all the teachers. During Thanksgiving week, an institute and superintendents' convention will be held, at which we have the promises of Hon. B. G. Northrop and Col. F. W. Parker to be with us. Prof E. D. Haines, principal of the Moundsville School, a graduate of Holbrook's Normal College, Lebanon, Ohio, shows his excellence by his works.

L. I.—George McBride, with his brother James, Isaac Ring, and Willie Potter, were charged with having disturbed the exercises of the Unionville public school. Mr. Fiske Wallace, the principal of the Unionville public school, said that George had acted in a manner that warranted his suspension, and he suspended him. He had to use force in ejecting him from the school room. Then George got his brother James, Isaac Ring and Willie Potter, who all sat on a neighboring fence, to disturb the school exercises by shouting, so that he was compelled to close the school. Justice Stryker said that he found the prisoner guilty of disturbing the school, and according to the law he was compelled to fine him $25. If he did not pay the money, the Justice said he would have to go to the Kings county jail for five days, but that he would take bonds for the payment of the fine inside of twenty days. George's parents, who were present, would neither pay the fine nor furnish security for its payment.

FOREIGN.

IRELAND.—A recent circular of the Bureau of Education shows that of sixty principal countries, Ireland heads the list, with an average of twenty per cent. of her population of 5,159,829 attending school. The United States comes second with a percentage of nineteen and three-fifths of a population of 50,155,783. The next in line is Germany with fifteen and nine-tenths of a population of 45,149,172. Enland and Wales are below even Switzerland. Russia sends but one-and-one-half per cent. of her population of 78,500,000 to school.

BELGIUM.—Belgium is considering a Compulsory Education Act which requires all parents to provide primary instruction for the children under their care from the age of six to twelve years, or where local circumstances make it desirable, from seven to thirteen. No child under twelve years of age shall be regularly employed in mines, manufactories or workshops; but remissions may be granted by the Communal authorities for children whose parents may require their assistance to work in the fields during the months of July to October, but not for more than two months, exclusive of the holidays. Illness or infirmities, destitution, as long as it is not relieved, or the want of a school within a convenient distance, shall be considered legitimate excuses for not attending school.

FROM the class as a reservoir of force every individual pupil receives a steady impulsion, and against which his individual struggle is in vain. It is the accumulated force in the class that carries along the slow pupil. And therefore it is to the lesson of the class that the teacher should mostly look. If he teaches the class, each pupil will learn. If he aims only to teach the individual, he will make but slow progress. Nor is the class a disadvantage to the quickest pupils.

DR. A. M. BELL, a Brooklyn physician, said before the Labor Committee, there are 20,000 preventable deaths in New York City yearly. Speaking of the value of life, he said in England a child at birth had been estimated as worth to the community $12.50. When 10 years old he was worth $260, and at the age of 20 his value had been $600 a year. The loss, thus estimated, by deaths in New York was $14,000,000 annually. One hundred thousand of the deaths, he thought, in the United States were due to intemperance. Intemperance in the use of alcoholic drinks should be made punishable. In the old days of the lash in the navy, Dr. Bell had seen young drunkards cured by its use. The employments of the working men in many cases shortened their lives. One man a day, on an average, was killed by boiler explosions. Eighty-five per cent. of the accidents to machinery were from defects in boilers. The life of a brakeman in active duty was 10 years, or 2 years less than the barkeeper's average.

LETTERS.

The Editor will reply to letters and questions that will be of general interest, but the following rules must be observed:
1. Write on one side of the paper.
2. Put matter relative to subscription on one piece of paper and that to go into this department on another.
3. Be pointed, clear and brief.

I sold sixteen copies of the "Talks on Teaching" at Monticello. Prof. Barnes based his instructions on the "Quincy Methods." He is a very able man, but very many of the teachers do not appreciate him; they are satisfied with mechanical drudgery; they say, "it is hard work to teach in the new way." Some sneer at Col. Parker's ideas, and declare the old methods are the true ones. One teacher who is in charge of a pretty large school says, "The Boston papers declare that Parker is of little account." I feel that this is the mistake the old fogies are making. It looks to me as though a general awakening of the schools is at hand. H. C. M.

[This letter tells us, (1) that a very able educator, Prof. Barnes, explains the "Quincy Methods." It is a fact that the best men in this country endorse them. Dr. Hunter, the President of the Normal College of this city, says the "Talks" are remarkable for the amount of solid common sense they contain. Why should not the "best teachers" endorse them. (2) That very many teachers do not understand him, arises from the fact that he bases his work on principles, and these are hard to understand. But there is no help for it. One excellent teacher who attended the lectures at Martha's Vineyard in 1882, said he came away puzzled. He went again in 1883, and then told me that he "began to see into it." It takes a good while to understand Col. Parker. (3) The Boston paper did think Parker of little account, but it has changed its mind. 4. The "general awakening" you speak of is upon us. It is a feeling that we need educational principles under our educational methods. There are a great many who are at work to find them. —ED.]

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(1) Why do we have no school on Saturday? How did this custom commence? (2) Is the following rule a good one? If a scholar is absent or tardy, he must bring an excuse from his parents. I have endeavored to enforce this rule in a thickly settled country district, and have met with opposition. Many of the parents, both mother and father, are illiterate. Would you carry out the rule? Please give me your advice. A. K. W.

[(1) Many years ago, half-day schools on Wednesday and Saturday were in vogue, under the impression that frequent holidays were beneficial. Then the Wednesday half holiday was united with the Saturday half holiday, making an all-day's vacation on Saturday, as now. Convenience, then, seems to be the real reason for the custom. (2) Use judgment; if the parents cannot write, how can they send an "excuse"? As the Chinaman said, "How can?" Be wise. A. K. W. We knew a capital teacher who lost a place for want of judgment about distributing water among the pupils. It had been the custom to pass the water around; the new teacher refused; the children said they could not study, and the teacher was sent away. It was her own fault. Get written excuses if you *can*.—ED.]

I am Teaching Scholl now and my Scholl is interressted much in Educations I have paruse the Diernal and Page Thery and praxtis and junpins on Scholl Management and think I am bennifitted by them I Would like to have Your Opinion in forming &. Maning A Spelling calls of the Scholl Fryday eavning for all of the Spelling Clases like to Spell together I Would lik haer forom you Soon Yours Respt

J. W. JONES.

[The above letter was lately received by a teacher, from a correspondent living in one of the important states of the Union, and by him sent to us. It not only shows that "the school-master is abroad," but that he had better stay there till he learns from some of his fellows enough to teach the rudiments of the English language instead of the ornaments. The letter is a *verbatim et literatim* copy of the original—the proper names alone having been changed for obvious reasons:

Confederation By, Sept. 21, 1833.—ED.]

Would you be kind enough, through your excellent JOURNAL, to tell us, (1) what the word system is. (2) What its advantages are, and (3) to what extent it is being used in this country? WM. H. B., M. D.

[1. Instead of teaching the 26 letters of the alphabet with all the complexities of their 40 sounds, it takes the complete word as the sign of some thought and regards it as a unit. See the article on "Script-Word Reading" in this number of the JOURNAL. (2) It has been found that it takes far less time to learn to read by this method

than by the old way, and that by it pupils become better and more intelligen treaders. The letters are learned incidentally afterwards, just as children first learn to know one kind of fruit as *an apple*, and afterwards to distinguish its parts. (3) It is coming to be the standard method in all our best schools.—Ed.]

(1) Please give me the name of a good primary educational paper. I make it a point to subscribe for *real live* educational journals. (2) Work out and publish in the Institute these nine examples in arithmetic, and in the following sentences parse the words underscored. (3) Should a teacher be jolly and intimate or "distant" in relation to his pupils at noon? (4) How is the best way for a pupil to study a reading lesson, by copying or giving it orally? W. O'C.

[(1) We publish a paper of this kind, First Teaching, a monthly, $1.00 a year. (2) We do not answer problems and questions, unless in doing so there is an especial point to be made of *general* interest. (3) Certainly not "distant," but pleasant, while retaining a proper dignity and self-respect. (4) Combine the two for smaller pupils—copying at the seats, and reading orally at the recitation and often from the slates or blackboard.—Ed.]

Last term I applied Col. Parker's method of teaching reading to beginners, and found it to be the true, natural method. The old, wearisome drudgery, with its awkward, unsatisfactory results, was transformed into a cheerful, interesting, and *wholesome* method which produced *natural intelligent* reading. The words I taught they *knew wherever* they might see them. So my faith in Col. Parker's methods and theories is strengthened by the result of my attempt to put them in practice.

[The above by a teacher in one of our largest cities, when inclosing a remittance for a copy of "Talks on Teaching," is the sentiment of ten thousand teachers to-day. And yet the *Boston Journal of Education* says "Parkerism would be a damage to the schools."—Ed.]

I received the school mottoes, box of minerals, and Daisy blackboard some time ago. I like them all very much; hardly know which I like best, but rather think it is the blackboard. It is rightly named, for "she is a daisy." I think every teacher ought to have one, they are so convenient to put work on at night, and can be rolled up and carried to school next day. J. G. R.

[Here is a teacher who bought the above at his own expense. There are many school aids that are really invaluable to a teacher if he only knows it. Such teachers as J. C. R. will often make up by an increased salary many times the first small outlay occasioned by their zeal. They merit success.—Ed.]

My experience of six or seven years has heaped upon me the conviction that teaching is a difficult art, requiring natural gifts of a peculiar character and all the study and thought that can be put upon it. The value of such a paper as the Journal is, therefore, apparent. Teaching is a profession and, like the law, demands constant study of any changes in rules or methods of proceedure, calculated to better secure the ends in view. I like a paper which gleans all items of interest to the profession and puts the *facts* before us. This furnishes the data from which the thoughtful can draw his own inferences and not infrequently modify or improve his theory and practice. Few will deny that both "modification" and "improvement" are greatly to be desired in more than one direction. H. W. C.

[This is evidently from a "live teacher;" the subject is really worthy of an article.—Ed.]

Miss H. gave me her subscription for the Journal about two weeks before she *failed at one of my examinations*. Since then she has refused taking it. You see the reason for the course pursued by her. She is incompetent to appreciate the value of such a paper unless she has a place. If she had taken the Journal she might have passed. *Give such teachers "a raking" in the* Journal. A County Supt.

["Such teachers" do not take educational journals, and so a "raking" would be thrown away. But "such teachers" need them badly, and ought to take two or three papers.—Ed.]

A new educational era is dawning upon us teachers in the rural districts of *reconstructed Virginia*. New life is being infused into all departments of educational work among us. Old methods are giving way to new and better ones. J. M.

[No fact is more cheering than the adoption of the "new methods" in the New South. It is a curious fact that in many parts of New England there is a denial of the existence of "new methods."—Ed.]

BOOK DEPARTMENT.

NEW BOOKS.

Handy Book of Object Lessons, by J. Walker. Philadelphia: J. B. Lippincott & Co. Price $1.50.

If a teacher is looking for something *fresh* and of especial value in the preparation of his *object lessons*, let him get this really "Handy" manual. The "First Series" contains lessons drawn from the animal, vegetable, and mineral kingdoms, and from miscellaneous sources. The "Second Series" treats of those subjects that fall under physiology, physical geography, manufactures, and miscellaneous topics. Each lesson is divided into two columns, viz., "Matter" and "Method," the former containing the information to be imparted; while the latter is intended to suggest to the teacher explanations and expedients for the better presentation of the subject.

To illustrate the "method" of the author, take a few points from the treatment of the *anchovy*, taken from his list of such "animals" as the lion, camel, chameleon, crocodile, ostrich, cuckoo, rattlesnake, spiders, snail, silk-worm, and hive-bees: "Sometimes, in order to relish cold meat, we have a sauce with it. There is one kind which is red; it is called 'Anchovy Sauce,' and is made from a small fish. It is this fish about which I am going to speak to you. Show on the map where they are found in the Mediterranean—Gorgona, a small island west of Leghorn being the principal station of this fishery. Draw a line the length of the fish (about six inches) on the black-board. The fish are caught on rafts, being attracted thereto by fires; put up in salt; not often eaten entire. Spurious substitutes (the whitebait of the Thames), etc."

Under Part II., The Vegetable Kingdom, the author treats of the potato, mahogany tree, cocoa-nut tree, flax, the cacao or chocolate tree, rice plant, mushroom, etc., etc. Parts III. and IV. include the common minerals, and such subjects as a lead-pencil, straw bonnet, a candle, paper-making, the feet of animals, the tails of animals, teeth, the thermometer, common pump, and diving-bell.

In the second series, Parts I., II. contain subjects treated of in most good works on physiology and physical geography, while Part III. has some good treatments of the more common manufactures, and Part IV. takes up, in conclusion, such topics as, tobacco, malt and hops, the vine, spices, a loaf of bread, mechanical powers, and timber and its uses.

A Natural History Reader. By James Johonnot. New York: D. Appleton & Co. Price $1.25.

All lovers of nature, among whom all teachers *ought to rank*, will read this book, and revel in the beauties and delights of the "Great Mother," as never before. Although written for a wide general, as well as specific use, the practiced hand of an educational expert is seen throughout the work. Prof. Johonnot is widely known by his work, "Principles and Practice of Teaching," and more recently, for his "Historical Reader." The book before us seems to be in line with the last named volume. His judgment and experience as an Institute instructor would alone be sufficient to commend to teachers a volume like this. The author gives many interesting points, among which we note this: "The old primal animal instinct in man to hunt and kill, necessary in savage life, still persists, and is sufficiently strong without special cultivation. At present the lower animals need no longer be regarded as enemies to be destroyed, but rather as friends to be cultivated, or as curious objects to be studied. Most all of the articles here selected, it will be seen, are pervaded by a strong humanitarian sentiment. The tenderness and finer emotions which come from the study and care of creatures inferior to ourselves, are elements essential to the highest character." At the outset the author shows his literary skill in the very apt headings of the several parts of the volume; thus we have: Home Plants and their Ways, Low Life in the Sea, Higher Life in Waters, Pigmy Workers and Builders, Queer Little Folks, Curious Dwellers of Swamp and Forest, Our Forest Choristers, Other Neighbors in the Trees, Strange Birds and their Ways, Our Four-Footed Companions, Our Four-Footed Neighbors, Strange Animals and their Ways, Four handed Folks, Adventures and Incidents. To illustrate these heads, selections are made from some of our standard magazines, as: The *Atlantic*, *Chambers'*, *Science Monthly*, *Temple Bar*, etc., and from the brain-work of such writers as: Francis Darwin, Emerson, Schele de Vere, Figuier, Rev. J. G. Wood, T. W. Higginson, N. S. Dodge, Frank Buckland; and especially does the author thus use the exquisite thoughts of John Burroughs, the Ariel of natural history writers, and Rev. Samuel Lockwood, witty naturalist and earnest educational worker, of New Jersey. To add still more to the attractive volume, it has many appropriate cuts, some of which are really fine.

Barnes's Brief History of Modern Peoples. A. S. Barnes & Co., New York.

This volume contains "Mediæval" History, as well as Modern History. The book is a companion one to the excellent "Ancient History" by the same publishers. It is concise in its presentation of prominent points to be committed to memory by the pupil, but sufficiently copious in its instructive notes. These fine-print notes are, to our mind, the best part of the book, as they work a field not widely developed till "Green's History of England" appeared. This field they cover by using a great amount of matter descriptive of the *real, every-day life of the people*; while the letter-press is supplemented by the use of many admirable illustrations, most of which are new to the general reader. The "reading references" are also good and abundant.

The following brief contrasts from "Scenes in German life" give us glimpses of some of the fireside happenings of Central Europe in the sixteenth century: "The home of the 'hand-junker,' or country knight, is a gloomy, dirty, and comfortless castle. Placed on a barren height: destitute of pure water, though surrounded by stagnant ditches; lighted by dim panes in tiny windows; scantily furnished, but always well stocked with weapons kept bright by constant use, his dwelling is more a fortress than a home Over the open kitchen fire the servants of the various households push and crowd, and wrangle; while from the court-yard comes the sound of playing children, barking dogs, and cackling geese. The home of the merchant-prince is luxurious. He traffics with Italy and the Levant, buys a whole year's harvest from the King of Portugal, has invoices from both the Indies, and takes personal journeys to Calcutta. He is statesman, soldier, and art-patron. For him are printed Albert Durer's most elaborate pictures. He educates his sons in Italy and supplies emperors and princes with gold from his strong coffers."

The volume is replete with such sketches, some of which are still more interesting than those quoted.

Emerson's "Nature," Addresses and Lectures, Essays, and Representative Men. Vols. I to IV, of his complete works. Boston: Houghton, Mifflin & Co.

It seems like a commonplace—the remark that in Emerson there is a living quality, a freshness, that "age cannot wither nor custom stale;" yet one feels this anew in reading familiar "Nature." Again in "Self Reliance" and "Love," "The Over-Soul;" and many of his early essays one finds a quickening and vitality that does not spring from yesterday, but from the eternal present in which all great thoughts are conceived. But we cannot dismiss the subject with these reflections.

Emerson was a great *teacher* as well as poet. Indeed it is by this very philosophy of Nature that he teaches the most effectively. In the clearest, simplest, most graphic language he calls our attention to the thousands of incidents in life and nature that most of us daily pass without seeing. Right here many people quite mistake the "Sage of Concord;" as they imagine all his writings to be imbued with a subtle spirit of transcendentalism that carrys in itself nothing that is intelligible or of value to *them* in this work-a-day world. This is not so. His own definition of Nature, for instance, in the volume before us, shows the wide range of his thought and its practical relation to the world of life:

"Philosophically considered the universe is composed of Nature and Soul. Strictly speaking, therefore, all that is separate from us, all which Philosophy distinguishes as the Not Me, that is, both nature and art, all other men and my own body, must be ranked under the name, Nature.

"*Nature*, in the common sense, refers to essences unchanged by man; space, the air, the river, the leaf. *Art* is applied to the mixture of his will with the same things."

Emerson does not, however, in his teaching put on pedagogic airs, but he leads us to see for ourselves, he enlarges our horizon, and almost reveals to us the very reasons that led to the creation of the universe as it is.

He is not a mere naturalist who familiarizes us with orders, nor is he a geologist who merely hammers away at the structure of the rocks and fails to see the marvellous realm of life above them.

It is in his translations of nature to us that we teachers can find food fit for presentation to our pupils, and most of all, get for ourselves a mental stimulus in preparing work for our classes direct from Nature's book.

We strongly advise all teachers who are not already

familiar with Emerson's writings to add to their libraries this complete edition. Among the volumes yet to appear, the publishers promise two containing essays, lectures and speeches heretofore unprinted.

NATURAL PHILOSOPHY. By Isaac Sharpless and G. M. Philips. Philadelphia: J. B. Lippincott & Co.

Prof. Sharpless, one of the authors of this volume, is the Professor of Mathematics and Astronomy in Haverford College, Pa., and Prof. Philips is the principal of the West Chester, Pa., Normal School. They have a singular fitness for the work, and it is apparent from the outset that the work is not a mere compilation of facts on natural science, but the natural outgrowth of their own research and long experience in teaching. They have looked at the facts and the students from a teacher's point of view, and this gives a key to the entire work. They say: "The student should be an investigator"—this is one of the great principles of the New Education. They say: "The teacher should encourage the spirit of research"—another principle of the New Education. It may be expected from authors who candidly avow these principles at the outset that experiments will be encouraged, and we findth is is done. They have explained in detail a series of experimenis which can be performed with simple and inexpensive apparatus. This is of itself a sufficient excuse for writing the book. The pupil needs to have his course directed, and that is pretty much all; to learn out of a book that water rises in small tubes, is of very little value; to see it do so, is of immense importance. The authors have constructed a volume that will be of the highest value in the school-room; it will be of great service to put it in the hands of a youth, for it has educative purposes in view. It omits difficult terms and clearly explains the phenomena brought before the pupil. The recent theories of conservation and correlation we are glad to see are clearly illustrated.

THE FREEDOM OF FAITH. Rev. T. T. Munger. Sixth edition. Boston: Houghton, Mifflin & Co.

This already widely-heralded work, is, perhaps, the most satisfying of the numerous books that have been lately called out by prevalent religious discussion. Its great and increasing popularity is due neither to clap-trap methods nor pretentious scholarship; but is simply an indication of the author's broad treatment, and his profound and universal sympathy with human life. He has little to do with metaphysical abstractions; he builds no argument; he does not harangue the emotions; nor does he administer boluses of external evidence to satisfy the craving for spiritual truth. But the heart of the matter is directly touched; the key-note is sounded: *God is love*, and all else must be attuned to this or forever remain discordant. All other questions are treated in their relation to this dominant thought; and thus, inevitably, the book takes on the poetic form rather than that of discussion or essay. It abounds in strikingly beautiful and perfect figures. Speaking of the "old theology," the author says it touches humanity as a sphere touches a plane—at one point only, its whole weight centering on some doctrinal shibboleth. Although he makes neither protest nor appeal, the book, by its very nature, is both. A protest against intolerance in any form; against the imputation to a perfect God, of human imperfections; against the application of material standards to spiritual truth; against the arbitrament of any power but the soul in its own questions. An appeal it is, vigorous and thrilling, to the best in man's nature; directing his love of the beautiful to "the beauty of holinesss" and of righteous living. Through these eloquent words the spirit of love is reflected into the dark corners of theological dogma, revealing all their noxious and unsightly sign ficance; and penetrating into the deep well of "pure religion and undefiled," invests it with a new and more transparent beauty.

FOUNDATIONS OF RELIGIOUS BELIEF. Rev. W. D. Wilson, D.D. New York: D. Appleton & Co.

In this volume we have a serious, scholarly, and logical argument, somewhat corresponding on the side of natural theology with Bishop MacIlvaine's "Evidences of Christianity," or that of revealed religion. The subject of evolution is accepted as a great question of the age; the author holding that in any form justified by facts and reason, that theory only makes stronger, more precise, and more explicit the argumeut for the existence and attributes of God. Attention is given, in various chapters, to modern idealistic theories, the nature of matter, and the equivalence of causes and effects. The general argument is followed into its most abstruse phases and metaphysical turnings; being treated in a thoroughly profound and scientific manner. The discussion of Kant's "Antinomies" is exhaustive, and perhaps the most satisfactory of any portion of the book to those minds that insist on pursuing infinity to the very borders of its own domain. An excellent point is also made in this quotation from Herbert Spencer: "To say that we cannot know the Absolute [God] is, by implication, to affirm that there *is* an Absolute [God.] In the very denial of our power to learn *what* the Absolute [God] is, there lies the assumption *that* it [He] is.

The book comes at a time when it is needed.

SCIENTIFIC SOPHISMS. By Samuel Wainwright, D.D. New York: Funk & Wagnalls.

"Prove all things; hold fast that which is good." This rule Dr. Wainwright has followed in presenting a thorough review of the prevailing theories of natural science. He has submitted to searching criticism the views of Darwin, Huxley, Tyndall, and others, on the subjects of evolution, transmutation, spontaneous generation, etc., and has ably shown the fallacies involved in their deductions. Although dealing with difficult scientific problems, the book is written in a clear and simple style, attractive to every intelligent mind. Among the author's scientific co-adjutors, he largely quotes from such men as St. George Mivart, Prof. Maxwell, Sir Wm. Thompson, Prof. Haeckel, Dr. Beale, and Dr. Carpenter. His clearness is especially shown in his happy way of giving at the beginning a very complete "analytical outline of contents"; this is a feature too often omitted entirely by many popular writers on science. Whether or not readers are in accord with the author in his opposition to the theory of evolution, one cannot but concede that he has effectively established the fact that at least *some* of the theories of the evolutionists are really "scientific sophisms." While some of the others are regarded like the Scotch verdict of "not proven." We quote from the "contents" a few conclusive points on the descent of man: (1) "No brute is susceptible of *human culture*; no human infant is not so. Between these two the difference is immeasurable. (2. Sir Wm. Thompson.) "The assumption of atoms can explain no property of body which has not previously been attributed to the atoms themselves." (3) "The ape-like creature" is absolutely non-existent. There is no evidence that it ever was otherwise. (4. St. Geo. Mivart.) As to "the survival of the fittest," the fittest have not always survived. The half-apes are with us to this day; the half-men are nowhere. (5) Prof. Mivart concludes that) Mr. Darwin has *utterly failed* in the only part of his work which is really important."—By "ape-like creatures," Darwin means a series of forms graduating insensibly from a tadpole to a monkey. The sweeping conclusion of Prof. Mivart is, perhaps, hardly warranted, when we reflect that Darwin has laid the whole world under obligation to him for his researches in natural history, if for nothing else. This is a valuable book for thinking teachers who want to keep abreast of the best thought of the times.

LOVE POEMS OF LOUIS BARNAVAL. Edited, with an introduction, by Charles De Kay. New York: D. Appleton & Co.

Louis Barnaval was reputed to be the scion of a wealthy old Creole family of Louisiana, and, dying after a life of strange vicissitudes, to have bequeathed these poems to his friend De Kayfor publication. Whoever they were actually written by, they are most assuredly worth reading. They have life, energy, passion, and this compensates in a degree for faultiness in many particulars. It is refreshing in contrast with prevailing tergiversation, to hear a man say what he thinks as he thunks it; be it in prose, poetry or conversation. Herein lies the chief attraction of these poems. But the excess of this virtue becomes a fault; this directness and independence become bluntness and artistic rudeness. Hardly any one of these poems can be read without being quickened by its vitality, and pleased by its unhesitating fancies; but ere it is finished, one is nearly certain to come awkwardly against some extremely prosaic line or expression, over which he can only grit his teeth. The poems have little of that indolent grace one would associate with Louis Barnaval as he is described. They are rather, as intimated, distinguished by vigor—representative of a style whose virtues should be cultivated and its faults avoided.

A SYLVAN CITY. Philadelphia: Our Continent Publishing Co. New York; Fords, Howard & Hulbert. $2.00.

This delightful book, telling about Philadelphia in a fashion as interesting as any novel, is the united work of several of our well-known writers. The author of the opening chapter, "A Quaker Soldier," and "The City of a Dream," is Helen Campbell, and she relates, in a captivating manner, the early career of William Penn in and about the court of Charles II; tells of his young dreams and maturer plans of founding an ideal commonwealth in the new country, and describes his untiring efforts, his trials, disappointments and pathetic death. Other chapters are contributed by Louise Stockton, Elizabeth Robins, Eliza S. Turner, Edwin A. Barber, and Frank Willing Leach. These give an account of the old churches, libraries and various buildings of interest about Philadelphia, with a history of the different movements—educational, political, religious, and otherwise—that have taken place since its settlement, and biographies of those people conspicuous in its progress. The volume is profusely illustrated in a style that doubles its attractiveness; the reproduction of quaint and curious corners of the Quaker City, or some odd and remarkable phases of its history or existence continually greeting the eye. There are in all 175 illustrations, and as a picture-book alone it would be a great source of pleasure. It cannot fail of becoming one of the most popular gift-books of the approaching holidays, and will be a most delightful and valuable souvenir to all who visited the old town during the Centennial Exposition.

THE HOME LIBRARY. By Arthur Penn. New York: D. Appleton & Co.

This contains a plea for the best books, hints and suggestions regarding the buying, owning, lending and marking of books; on reading fiction, the library and its furniture, the making of scrap-books, etc., with a list of one hundred best novels, so considered by the author—and unquestionably a good selection,—and a list of authors whose books should be in the home library. The author's style is racy and readable, and his suggestions well worth listening to.

EVANGELINE. By Henry W. Longfellow, with notes and a biographical sketch. Boston: Houghton, Mifflin & Co.

This is one of the Riverside Literature Series, and in its form and price will be welcomed by thousands of the lovers of the beautiful poet. It is only fifteen cents and is thus within reach of the smallest purse.

NOTES.

"The Freedom of Faith," by Rev. Mr. Munger, is in its sixth edition.

Golden Days is full of the life and spirit that its young readers want.

R. Worthington announces a new illustrated book for children, entitled "Wortington's Annual," price $1.50.

Dio Lewis's Monthly for Oct. is one of its best numbers. It is replete with practical articles on the great question of sanitation and hygeine, and with sketches, and points of domestic and general interest. Of especial value are articles by Dr. Howard Crosby, Col. Waring, and the veteran editor.

Messrs. Funk & Wagnalls will shortly issue in their Standard Library Series "A Popular Life of Martin Luther, based upon Kostlin's life of Luther, as prepared by Prof. W. Rein, Seminary Director at Eisenach, in Germany, translated and edited by the Rev. G. F. Behringen, Brooklyn, N. Y.

A new Christmas story, by Edward Everett Hale, entitled "Our Christmas in a Palace," is now in press by Messrs. Funk & Wagnalls. It relates the efforts of a party of passengers who become snow-bound in the Rocky Mountains and have to spend their Christmas in a palace car, to make the best of their situation by impromptu entertainment. The book will be issued in ample time for the "Holiday Season."

G. P. Putnam's Sons further announce for the fall season "The Secret Service of the Confederate States in Europe," by James D. Bullock, late Naval Representative in Europe of the Confederate States. The work will be issued in two volumes, simultaneously in London and New York. It is prepared from official sources, and is expected to contain material concerning the Angelo-Confederate naval operations. "The Life of Frederick the Great," by Col. C. D. Brackenbury of the English army. With maps and plans; forming Vol. X of the New Plutarch Series. "The True Theory of the Sun," by Thomas Bassnett, author of "Outlines of the Mechanical Theory of Storms." "A Study of the History of Democracy," by Jonathan Norcross, of Atlanta, Ga. A clever novelette of New England life, by Grace D. Litchfield, entitled "Only an Incident;" and a new volume from the pen of President Bascom, of the University of Wisconsin, "The Words of Christ."

HORSFORD'S ACID PHOSPHATE.

IN SEASICKNESS.

Prof. Adolph Ott, New York, says: "I used it for seasickness during an ocean passage. In most of the cases the violent symptoms which characterize that disease yielded, and gave way to a healthful action of the functions impaired."

Publisher's Department.

J. B. Lippincott & Co. announce in to-day's issue, their popular dictionaries, and some of their text books, among which are "How to write English," a clearly written, instructive, simple, and encouraging guide; Sharpless' Natural Philosophy, a book fully up with the times, and handsomely gotten up, and many others.

The conspicuous card of Messrs. Cowperthwait & Co. deserves particular attention. Announcements from this old establishment are usually made without clamor, and everything stated can be taken as literally true. The books published by them have kept up a remarkably uniform excellence, and are adopted everywhere for their own sake. Monroe's Supplementary Readers contain every recent improvement in typography and engraving, and show great skill in the classification of the matter they contain.

Our readers' attention is called to the announcement of Sower, Potts & Co., of Philadelphia. This firm publishes the Normal Educational Series; among which are Dr. Brooks' Normal Mathematical Course. Montgomery's Normal Union System of Industrial Drawing, Lyte's Bookkeeping and Blanks, and many other valuable books which have stood the test for years; many of these books have run through several editions, and are used in the best schools in the country.

The old house of Jonn Wiley & Sons, Astor Place, New York, present a list of the school and college text books published by them. The works are all of the most advanced order of school-books, and have a recognized merit wherever they have been brought into use, particularly those on Mineralogy, Geology, and Mechanics. The firm have just issued a new and exhaustive catalogue of Industrial Text-Books, which they will supply applicants with, gratis.

A list of some of the text-books advertised by Van Antwerp, Bragg & Co., of Cincinnati, will be found on the last page of this paper. The books of this firm are so well known that they need no special commendation on our part. The firm is ably represented in this city by the Messrs. Wm. M. Baker and Arthur Cooper, both gentlemen widely and favorably known among school officers and book buyers. The firm's business cannot fail to increase largely in this section under the present management.

The firm of Van Winkle & Weedon, 90 Chambers street, N. Y., can supply you with a full line of standard works, school text-books, or miscellaneous volumes, in exchange for any school or college text-books you may wish to dispose of. This is an excellent opportunity to form or replenish a library. If our readers wish to send them a list of the books with which they wish to part, mention dates, conditions, etc., and they will answer, submitting an offer which you may be most happy to accept.

On the last page of the JOURNAL will be found the announcement of Wm. Wood & Co., calling attention to the new edition of Brown's English Grammars, which have lately been thoroughly revised by Henry Kiddle, late Superintendent of Schools in New York City. It seems to us unnecessary to add anything in praise of those grammars; they are as well known to teachers and school officers as Webster's or Worcester's Dictionary, and cannot be excelled by any other grammar published.

A notable clearance sale is that of Messrs. N. Tibbals & Sons, 123 Nassau st., N. Y. They are about disposing of an immense stock of Sunday school and standard books left over from the last holidays. Catalogues may be had free.

Prof. Legendre's American and European Teacher's Agency has been established since 1872, the Professor being at the head of its management some five years. During that time he has procured some excellent positions for teachers applying at his bureau. He has the advantage over many others of being a scholarly gentleman, and able to find out whether the applicants are competent to fill the position they apply for, and by these means the Professor has obtained the confidence of those requiring teachers.

Pinckney's School Agency was established in 1878, and is one of the most reliable agencies in the country. It supplies schools and families with teachers, tutors, and governesses, sells and rents school properties, assists parents in selecting schools, in fact attends to any business pertaining to schools or teachers. It publishes also a school and college directory and guide, and pays prompt attention to any one writing to it at the Domestic Building, Broadway and 14th St.

Since 1826, the firm of Meneely & Co., of West Troy, N. Y., has been known for its bell foundry. Their stock and order supply consists of an excellent quality of church, chapel, school, fire-alarm, and all the other bells in use. They also furnish chimes and peals. In making purchases, it is always well to confer with old established, reliable houses who have a reputation to sustain through every piece of work that leaves their hands.

For immediate relief of coughs and colds use the popular remedy, *Madame Porter's Cough Balsam*, one of the best and cheapest medicines sold; its virtues have been tested by thousands for many years in the treatment of all diseases of the throat and lungs, and is confidently offered as a reliever of those diseases; price 25c.

The Buckeye Bell Foundry of Cincinnati turns out some beautiful clear-toned bells. Van Duzen & Tift, the proprietors, warrant their work for all that they claim it to be. From this foundry large numbers of bells are turned out annually, made of pure copper and tin, for churches, schools, fire alarms, etc. Their catalogue will be sent free on application.

NOTHING HAS YET EVER GIVEN such entire satisfaction for improving and beautifying the complexion as "Pearl's White Glycerine." It penetrates the skin without injury, and produces a delightful effect upon it.

I believe I am entirely cured by Ely's Cream Balm. I was a sufferer for years with catarrh, and under a physician's treatment for over a year.'—G. S. Davis, First Nat. Bank, Elizabeth, N. J.

The Tortures of Neuralgia.

Are promptly relieved by a new Treatment, which acts directly on the great nerve centres. If you are a sufferer from this painful disease, write to Drs. Starkey & Palen, 1109 Girard st., Philadelphia, and ask them to send you such documents and testimonials in regard to their Vitalizing Treatment as will enable you to judge for yourself whether it promises to give relief in your particular case.

"O pyæmia, dread disease,
The one that's hardest to appease!
Do what you will, do what you may,
Your patient's bound to dwindle away."

This, following a lecture on erysipelas:

"When erysipelas you come to treat,
You have performed a wonderful feat;
By following out instructions given,
While other patients die, yours will be livin'."

This, after amputations:

"Loss of blood affects all animals,
From the smallest insects to the largest cannibals:
And it becomes the surgeon in every case
To stop this vital fluid waste."

THE conscience fund of a city street railway has been swelled by the stealings of a conductor who learned how to fool the bell punch. The Middletown *Transcript* says "it seems that about everybody has a twinge of conscience once in a while, except the man who gets behind with his subscription to his county paper and then refuses to take it out of the post office."

THE New York *Commercial* calls the attention of young ladies to the fact that Goliath died from the effects of a bang on his forehead.

PENNSYLVANIA RAILROAD.

On and after Sept. 19 1883.
GREAT TRUNK LINE
AND UNITED STATES MAIL ROUTE.

Trains leave New York, via Desbrosses and Courtlandt streets ferries, as follows:

Harrisburg, Pittsburg, the West and South, with Pullman palace cars attached, 8 A. M., 6 and 8 P. M., daily. New York and Chicago limited of parlor, dining, smoking, and sleeping cars at 9 A. M. every day.

Williamsport, Lock Haven 8 A. M., 8 P. M.; Corry and Erie at 8 P. M., connecting at Corry for Titusville, Petroleum Center, and the oil regions.

Baltimore, Washington and the South "limited Washington express" of Pullman parlor cars daily, except Sunday, 10 A. M.; arrive Washington 4 P. M. Regular, via B. and P. R. R., at 5:20 and 8:30 A. M., 3:40 and 9 P. M. and 12 at night; via B. and O. R. R. 1 and 7 P. M. and 12 night.

Sunday, via B. and P. R. R., 5 A. M., 9 P. M., and 12 night; via B. and O. R. R., 7 P. M. and 12 night.

For Atlantic City, except Sunday, 11:10 A. M., 1 and 3 P. M. Through car on 1 P. M. train.

For Cape May, except Sunday, 5:15 A. M. and 1 P.M.

Long Branch, Bay Head Junction, and intermediate Stations, via Rahway and Amboy, 7:10 and 9 A. M. 12 noon, 3:10, 5 and 8 P. M. On Sunday 9 A. M., 5. P. M. (Does not stop at Asbury Park.

Boats of "Brooklyn Annex" connect with all through trains at Jersey City, affording a speedy direct transfer for Brooklyn travel.

Trains arrive: From Pittsburg, 6:30 and 11:20 A. M. 7:30 and 10:20 P. M. daily, and 7 A. M. daily, accept Monday. From Washington and Baltimore, 6:30 6:50, A. M., 3:50, 5:20, 9:35, 10:25, and 10:50 P. M. Sunday, 6:30, 6:50 A. M., 10:35 and 10:50 P. M. From Baltimore, 1:20 P. M. on Sundays, 9:35 P. M. From Philadelphia. 3:50, 6:20, 6:30, 6:50, 7, (except Monday) 9:30, 9:40, 10:40, A. M. 1.20, 2. 3:50, 5:30, 6:20, 7,30, 8:50, 9:35, 10:20, 10:35, 11.40, and 10:50 P. M. Sunday, 3:50, 6:20, 6:50, 7:05, 11:35, A. M., 6:20, 7:35, 9:35, 10:20, 10:25, 10:50 P. M.

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Tickets and staterooms can be secured at 3 Astor House; 257, 397, 785, 942 Broadway; Fifth Avenue and Windsor Hotels; also at 333 Washington street, and 864 Fulton street, Brooklyn.

F. W. POPPLE, General Passenger Agent, No. 177 West St., New York.

PARKER'S HAIR BALSAM

A beneficial dressing preferred to similar articles because of its purity and rich perfume. It Restores to Gray Hair the Youthful Color & prevents dandruff and falling of the hair. 50c. & $1. Hiscox & Co., N.Y.

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BOOKS FOR THE TEACHER'S LIBRARY.

SELECT LIST OF EDUCATIONAL BOOKS THAT EVERY TEACHER SHOULD OWN.

One of the indispensable requisites of a teacher is a good professional library; and the true teacher will no more think of doing without his library of standard professional books than the lawyer, the architect and the physician will do without theirs. The demand for the best professional works for teachers is rapidly increasing and more teachers will want these books this year than ever before. Hence, for the accommodation of our subscribers, we have prepared a list of the best books on teaching, which we offer to send, post-paid, for their lowest retail price. We also offer these books for premiums for securing subscribers. Send for our large new 16 page illustrated list.

Notes of Talks on Teaching.

Given by Col. Francis W. Parker, (formerly Superintendent of Schools of Quincy, Mass.) before the Martha's Vineyard Institute, Summer of 1882. Reported by Lelia E. Patridge. These "Talks" were delivered before a large assembly of teachers coming from all parts of the country, and were eagerly listened to. This book has been prepared to supply the demand on the part of teachers to know "The New Methods" of teaching. No book has been published to explain the methods of teaching that made the Quincy Schools so famous when Col. Parker was Superintendent there. The little town became a Mecca for teachers, and for that matter, is so yet. The methods witnessed were copied in many schools. The demand for the "New Methods" became something tangible. School Boards are offering high wages to those that understand them. Col. Parker at Martha's Vineyard explained these methods; after they were written out by Miss Patridge he thoroughly revised them, and this volume contains them. There is more value to the practical teacher in them than in any *other book published*. The book is simply *invaluable*. It contains a fine portrait of Col. Parker, as a frontispiece. Ten thousand copies were sold the first four months. The book is a square 16mo., 5 by 6¾ inches, 192 pages, beautifully printed on good paper and tastefully bound in English cloth. Price $1.00, postpaid. Best book for *agents to sell* to teachers ever published. Send for large circulars (*free*), containing contents, testimonials, and press notices.

The Quincy Methods. (In preparation.)

To be ready in Feb. or March 1884. This will be the companion volume to "Talks on Teaching," and will illustrate the principles and theories advanced in it as practically applied in the Quincy system. 16mo, about 400 pages. Price $1.50, postpaid. Subscriptions received now, book to be delivered as soon as published.

Kellogg's School Management.

This volume, by the editor of the SCHOOL JOURNAL and TEACHERS' INSTITUTE contains many practical ideas on this most important subject. No teacher who fails in school management can become successful in his profession. He may be proficient in everything else and still, fail if he does not learn how to manage his school. This book is designed to help the teacher in this most important and most difficult part of his work. It has an introduction by Prof. Thomas Hunter, President of the New York Normal College. He strongly commends it. Also Prof. William F. Phelps, Supt. of the Winona Public Schools, and many other eminent educators. As a specimen of these indorsements we quote but a sentence from President Baldwin, of N. W. Normal School, Mo.; "It is a jewel; every page breathes instruction and inspiration." Tastefully bound in cloth with side and back stamped in gold. Price only 75 cents, post-paid.

Page's Theory and Practice of Teaching

Is one of the best of all books for teachers. It is a priceless volume. No man in this country taught as did David P. Page, the first Principal of New York State Normal School. He will stand as the symbol of natural teaching to the end of time. This is the book to begin with. It should be read over as often as possible. It will help a good teacher, and it will help a poor teacher too. Price $1.25, postpaid.

Herbert Spencer on Education.

This is the most advanced of all books on education. Mr. Spencer is credited with having done more than any other writer to overthrow the formalism that has got hold of our schools. It is a volume that should be read over and over. It will set any one to thinking. Price $1.25.

Calkins' New Primary Object Lessons.

Prof. Calkins is the Supt. of the Primary Schools in N. Y. City and has had a wide experience. He is well known as one of our leading educational men, and his book on Object Teaching has had a remarkable sale because it is practical. It is undoubtedly the best book on the subject published, and should occupy a prominent place in every teacher's library. It is especially useful to primary teachers. It is a standard work on a subject of growing importance. Forty thousand copies have been sold. This is the latest revised edition, with beautiful and durable cloth binding. 448 pages. Price $1.25.

Calkins' New Manual of Object Teaching.

In this new manual the celebrated author gives illustrative lessons in the methods as well as in the science of education, and we heartily commend it to teachers and all others interested in promoting the "high art" of giving instruction in the best way. It will be found not only a safe and practical guide in methods of developing the mental, moral and physical powers of pupils, but serve to unfold, from the stand-point of one who has had long experience and observation and eminent success as teacher and superintendent, the correct principles pertaining to the science of education and to the art of teaching. Price $1.50.

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It gives vitality to the insufficient bodily or mental growth of children, prevents fretfulness, and gives quiet, rest and sleep. It gives a better disposition to infants and children, as it promotes good health to brain and body.

Composed of the vital or nerve-giving principles of the Ox-Brain and Wheat Germ. Physicians have prescribed 600,000 Packages. For sale by Druggists or by mail, $1.00.

F. CROSBY CO., 664 & 666 Sixth Avenue, New York.

GOSSAMER SPIDERS.—It is now the season to see strands of delicate gossamer hanging from the trees, and the question arises, how did they come there? It seems that they climb the trees and go out on the branches, and fastening a thread, boldly jump off; the wind carries them along. A boating party on the river saw a cloud of these gossamer spiders. The air seemed to be full of them. The strands were so delicate and so nearly transparent that they could scarcely be seen except against a background, or in looking toward the sunlight, when they appeared like microscopic threads of spun glass. A small spider was seen skimming over the surface of the water at a rapid rate. As the little navigator was not moving his legs, there was evidently some outside force to propel or draw eim along. Watching closely, it was seen that a thread of gossamer, perhaps ten feet long, was was floating in the air before the breeze, and that the little fellow, fast to the other end was drawn along over the surface by this as by a sail. Great numbers of these were noticed. Others were discovered sailing through the air with their long glassy streamers stretching out before them. Occasionally the little aeronauts would be seen ascending or descending their microscopic cordage, the upper ends of which merely floated in the air, while the other ends were attached to the bodies of the little spiders. Thousands upon thousands of these strange travelers were seen floating in the air, or skimming along the surface of the water, the reeds and rushes along the banks bore a silver fringe of the films, which glistened in the sunlight like silver.

Twelve Hours After.

MR. HENRY BARNES, the Tea and Coffee Merchant, 50 Houston Street, New Haven, Conn., writes on May 16, 1883: "It is with feeling of gratitude, and a desire to benefit my fellow-man that I write you these few lines as testimony to the value of the greatest of all medicines. Eight years have I been a sufferer from kidney disorder and inflammation of the bladder. 'Sometimes when passing water the pains were something terrible, a scalding, burning sensation, with retention of urine, with sharp pains in my side, loins, and back, extending clear to the back of my head, tended to make life miserable. I have been treated by a number of our best physicians, and have used any number of proprietary medicines, all to no avail, obtaining no relief. How long I would have continued in this way I do not know; in fact I despaired of getting relief, until a neighbor, who had been very much benefited by the use of Hunt's Remedy, advised me to try it; and, although I had no faith that it would reach my case, yet as he spoke so highly of its great merits I decided to give it a trial, and its use has been attended with the very best possible results. Twelve hours after taking the first dose I experienced relief. I continued on in its use until I had used five bottles, when all the pains had vanished, my otherwise good health returned, and I am free from all pains, and am a well man. I am confident my cure has resulted from the use of Hunt's Remedy, and that alone.

"What it has done for me I am positive it will do for others. You are at liberty to use my name or this letter in any manner you see fit."

Hurt by a Fall.

When only a boy some thirteen years old I was hurt quite badly by a fall, and severely injured my back and kidneys, and was doctored by our best physicians, and tried many remedies, and they all failed, until Hunt's Remedy was recommended to us by friends that had used it here in Manchester with the greatest success. We purchased a bottle from Z. Foster Campbell's drug store, and found that I improved very rapidly; was relieved of the pains in back, and after using several bottles found that I was completely cured, and I cannot over-estimate the good Hunt's Remedy has done me, and can most heartily recommend it to those troubled with kidney complaint; and you can use this letter as you choose.

Respectfully yours,
ALONZO P. MARSHALL.
99 Orange St., Manchester, N. H., May 7, 1883.

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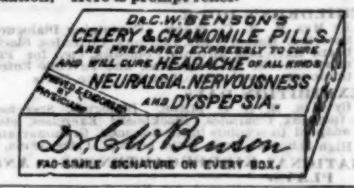

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